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SUGGESTIONS AND A GENERAL PLAN OF THERAPY FOR THE HARD OF HEARING CHILD.

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THIS THERAPY PROGRAM OUTLINE IS INTENDED TO AID SPEECH CORRECTIONISTS WORKING WITH THE SPEECH, LANGUAGE, LIPREADING, AND AUDITORY DISCRIMINATION SKILLS OF MODERATELY HARD OF HEARING CHILDREN IN REGULAR CLASSES. IN ADDITION TO INFORMATION ON CLASSIFICATIONS AND ETIOLOGIES OF DIFFERENT TYPES OF HEARING IMPAIRMENT, THE FIRST SECTION CONTAINS A SUMMARY OF FREQUENCY AND INTENSITY CHARACTERISTICS OF EVERYDAY SPEECH AS WELL AS LISTINGS OF MEDICAL AND EDUCATIONAL FACILITIES AVAILABLE IN WISCONSIN. A SECOND SECTION PRESENTS A DISCUSSION OF PARENT COUNSELING AND SUGGESTIONS FOR AUDITORY TRAINING INCLUDING A BASIC VOCABULARY AND LEARNING SEQUENCE OF SOUND ARTICULATION. LESSON PLANS ON USING THE HEARING AID AND LIPREADING ARE PRESENTED. REPRODUCTIONS OF COMMONLY USED SPEECH DISCRIMINATION AND LIPREADING TESTS AND A HEARING AID TROUBLESHOOTING CHART ARE INCLUDED. SUGGESTIONS FOR THE REGULAR CLASSROOM TEACHER ARE LISTED. A 76-ITEM BIBLIOGRAPHY INCLUDING LITERATURE, RECORDINGS, AND FILMS IS INCLUDED. (DN)

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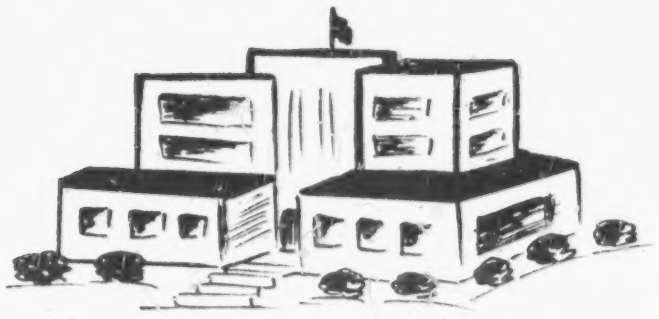

suggestions and a general plan of therapy for the hard of hearing child

Prepared by

Orvin E. Walsvik
Hearing Consultant

June 1963

department of public instruction

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SUGGESTIONS AND A GENERAL PLAN OF THERAPY FOR THE HARD OF HEARING CHILD

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FOREWARD

All handicapped children have the legal and moral right to a complete education. In many cases this education means enrollment in a special class or school. Some handicapped children, however, can be provided in the setting of a regular public school classroom. Children with hearing impairments of a less serious nature often are able to be provided for in regular schools when assistance of a qualified speech therapist is available. This bulletin by Mr. Walsvik is a contribution to the field of service for these children with moderate hearing loss who are not in need of the special services of the classes for the profoundly deaf or the severely handicapped. Mr. Walsvik has done an excellent job of pulling together many practical suggestions that will aid the therapists and others concerned with these children. The alert speech therapist using materials of this type can do much to ameliorate or remedy the problems of the hearing handicapped child and thus make him a useful, contributing member of our society.

—John W. Melcher

SUGGESTIONS AND A GENERAL PLAN OF THERAPY FOR THE HARD OF HEARING CHILD

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PREFACE

There has been much concern expressed by most speech correctionists in regard to working with the hard of hearing child. Since there have been such tremendous advances in surgery and hearing aids, the hard of hearing child is not uncommon in the regular classrooms of today. He still constitutes a very minor portion of the case load, however. Hence, the speech correctionist receives very little practical experience in working with this type of youngster.

The basic therapy and techniques regarding articulation problems are essentially the same when working with these children as when working with normal hearing children. However, in addition, these children need drill in lipreading, auditory training and use of the hearing aid. They will tax your ingenuity and patience to the fullest.

We do not propose to answer all questions regarding the above but to give suggestions and general information which can be used with the child with a hearing problem.

We are indebted to many teachers, speech correctionists and other professional personnel for their help. I should also like to add a special note of thanks to Mrs. Ruth Johnson and Mrs. Helen Cloyd for their many hours of work and advice in assembling this booklet.

— Orvin E. Walsvik,
Hearing Consultant

Section I: THE PROBLEM; THE PROGRAMS

I. LOCATION – CASE-FINDING

The Bureau for Handicapped Children, Wisconsin Department of Public Instruction, has many records of handicapped children. One of the categories is the hard of hearing child. Parents, physicians, school personnel, clinics and hospitals, including University Hospitals, and interested lay persons are some sources of the reporting. The Wisconsin Hearing Conservation Program, conducted by the Bureau for Handicapped Children, discovers hard of hearing children through its screening program and follow-up otologic clinics. Since 1947 over 3 million Wisconsin boys and girls have been given screening tests. Each year the statistics of the Wisconsin Hearing Conservation Program are approximately as follows:

25 - 27 counties (different counties each year)
185,000 children screened audiometrically
3,500 volunteers trained to use pure tone audiometers in screening
3,700 children rechecked audiometerically by qualified personnel
2,800 children examined at diagnostic otologic clinics

Case-finding is of great importance and the earlier this is accomplished, the better, but only if a complete program of therapy is instituted and followed. At the moment of case-finding we must recall and stress our goals—realistic approach, necessary adjustments, and therapy—and finally, a happy, useful citizen, a vital part of any community.

II. CLASSIFICATION

A. Etiology

1. HEREDITARY DEFECTS

a Sensorineural

(1) Pathology

Varying degrees of central auditory pathways may be present

(a) Changes in cochlear duct and saccule
(b) Changes in cochlear duct and saccule with additional anomalies of osseus framework
(c) Degenerative changes in cells of spinal ganglion and cochlear nerve fibers.

(2) Dominant inner ear deafness

(a) Waardenburg's Syndrome (pigmentation of head hair and irides, lateral displacement of lacrimal punctum, widened intercanthus). (1.5 - 2.0% of all hereditary deafness)

(3) Recessive sporadic deafness (most common) (family pedigree revealing deafness in several generations.)

b Conductive

(1) Mandibular facial dysostosis - anomalous development of auditory canals and/or middle ear.
(2) Cleft palate - frequency of ear infection
(3) Otosclerosis

2. ACQUIRED SENSORINEURAL AND CONDUCTIVE

a Intrauterine

(1) Maternal rubella
(2) Intrauterine infection other than rubella (toxoplasmosis, syphillis)
(3) Noninfectious factors - ototoxic drugs

b Perinatal (anoxia)

(1) Erythrobiastosis fetalis
(2) Other perinatal factors (sedation, prolonged labor, etc.)

c Postnatal

(1) Conductive factors

(a) Recurrent infections of the middle ear
(1) Destruction of TM and/or ossicles of middle ear
(2) Accummulation of sterile exudate in middle ear

(2) Acquired nerve defects

(a) Viral infection - epidemic parotitis & rubeola
(b) Bacterial infections - (meningitis 10-50 %)
(c) Ototoxic drugs (streptomycin, neomycin, kanamycin)
(d) Trauma
(e) Tumors of the posterior cranial fossa.

Peripheral hearing loss, organic defects of central nervous system, mental retardation and emotional disturbances are part of the problem as a single handicap in addition to the above.

B. Grouping for Therapy — Hearing Levels — Speech Characteristics

It is naturally imperative that any child referred to you as suspected of having a hearing loss be tested audiometrically. If the child is found to have a loss, then the first consideration should be the possible alleviation of this loss either by medication or surgery. If this is not possible and it is possible the child can benefit by amplification, a complete speech and hearing evaluation at a recognized speech and hearing evaluation center should be the next step. If the hearing loss is over 50 db., along with speech and language retardation, then a class for the hard of hearing or deaf should be considered immediately. It is not uncommon for a child to attend a special school in his early years and progress to the point where he can return to a regular classroom in later years and take a relatively normal role in life.

It is also necessary that the child have a good psychological work-up using particular performance and non-verbal tests to aid in determining his abilities. This information is a must in that this child as a rule has fallen behind both educationally and socially and often leads one to believe he is mentally retarded. If therapy is to be successful, the therapist must work at the child's level of achievement.

It must be remembered too that many states have a bureau or department concerned with the handicapped child where specialists can be contacted to assist in meeting the child's needs. This would include the possibility of financial assistance for surgery, medication, purchase of hearing aid, as well as therapy, education, etc., an overall program to aid the child.

We have stated above that the otologic examination along with audiometric testing are the first steps in determining whether the child has a hearing problem or not. There are, however, indications of symptoms which are often apparent before the testing is completed. The very young child will give evidences of the possibility of a hearing problem in the way he does, or does not, react to sound and the spoken voice. Inattention, temper tantrums, failure to follow directions or commands, and certainly any unusual delay in beginning to talk or utter sounds, are indications of a hearing problem. This very young child may be the very noisy or obstreperous youngster who actually may scream and yell unintelligibly only because he doesn't realize how much disturbance he is creating. He may be the child who even at the age of one or two years will watch your face very closely as you speak. He may very well climb on your lap and want to place his hand on your mouth or face as you talk and begin to mimic what you are saying.

If the child is talking, his speech as a rule has been affected to some degree, depending on the length of time he has had the loss, as well as the type and severity of loss. If the audiogram indicates normal hearing in the lower portion of the speech range (roughly 250-500 cycles) but falls off 30 db. or more from 1000 cycles and up, the speech will be characterized by defective high frequency or consonant sounds such as s-sh-ch-f-th, or briefly, those sounds produced with air. He will drop the endings of words and his speech in general will be somewhat garbled at times. He may react in a normal way when there is little or no background noise present, but his problems begin when these noises are present. He may react very well in the quiet of the living room at home but in the classroom with its distractions and noise, he will not fare as well. This type of loss usually is referred to as a nerve, high frequency or sensory neural loss. Its cause can be congenital in nature or due to diseases with accompanying high fever, infections within the ear or injury which might affect the nerve of hearing.

If we reverse this hearing picture and the loss is in those tones below 1500-2000 cycles, the vowel production may be defective, while the high frequency sounds described above are usually normal. This person may talk very softly since he thinks he is talking louder than he really is, due to the conductive etiology present. His speech also sounds somewhat muffled with some inflection problem. It may also be low in pitch. The sounds (m-n-ng) are denasalized. (Substitutions such as n/b - n/d - ng/g are noted.) This type of loss is usually described as a conductive loss. When we find this kind of loss, particularly if it extends through the entire speech range, a bone conduction test is performed in the hopes that the nerve of hearing is normal. Since many therapists have not had experience in this line of testing, it is wise to have an otologist or audiologist take over from here. If we discover a normal bone line, indicating the nerve of hearing is normal, the next thought is the possibility of physical factors present which may be obstructing the passage of sound from the outer ear to the inner ear. The presence of accumulated wax, enlarged adenoids, lymphoid tissue surrounding the eustachian tube, allergies, sinus condition are common causes of a conduction loss. There is also the possibility of otosclerosis, perforated ear drum or some congenital anomaly which may account for this type of loss. Improvement in surgical techniques and knowledge has done much to alleviate conductive hearing problems. It should be noted that the person with either of the hearing problems described above will have difficulty adjusting to a hearing aid, and in many cases it may be impossible since the hearing aid primarily serves as an amplifier for all sounds, both wanted and unwanted. Speech discrimination may actually be hampered rather than aided if a hearing aid is used.

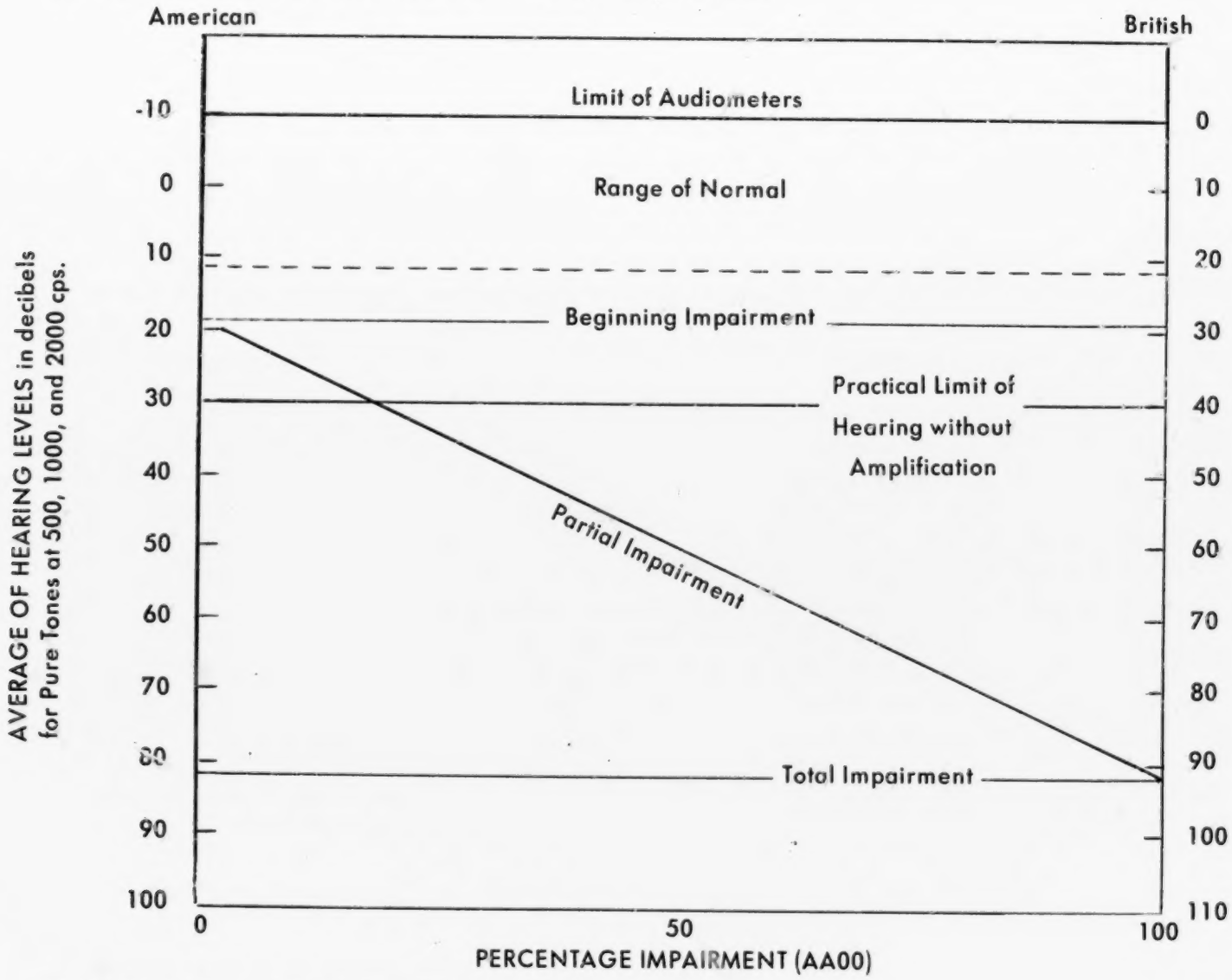
There is still a third type of loss described as a mixed loss which has some of the components of the perceptive and conductive loss, as well as the possibility of some normal hearing. The first step is to treat the conductive aspect if possible and hope the remaining loss can be aided with amplification, if it is necessary. Some of the defective speech patterns noted in the two losses above could be present in this type of loss.

The fourth type of loss we must be concerned with is what we commonly call a flat loss or flat curve. The audiogram shows a generally even decibel loss for all frequencies, particularly in the speech range, which we are most concerned with. There may be a sharp drop at 4000 and 8000 cycles, or possibly at 250 and 500 cycles, but if they level off in the remaining frequencies, we still consider it for all intents and purposes as "flat." This particular loss as a rule lends itself very well to a hearing aid and the adjustment is made much easier. Again the speech pattern may have some of the characteristics described in the conductive or sensory neural losses. The usual otologic examination should be performed before resorting to amplification.

There are other types of losses but the four described above are most common and the majority of your cases will fall in one of the above patterns. If you discover an unusual loss or have any questions in your mind, discuss it with whichever specialist in hearing is available and follow their advice. A more extensive

description of the above types of losses can be found in "*Functional Otology—The Practice of Audiology*"—by Morris F. Heller, Springer Publishing Company, New York, N. Y.—pp. 187-209.

I. PRACTICAL LEVELS OF HEARING—PERCENTAGE IMPAIRMENT*



2. HEARING LOSS AND COMMUNICATION EFFICIENCY**

AMOUNT OF HEARING LOSS (DB)	EFFECT
1. Less than 30	May have difficulty in hearing faint or distant speech; is likely to "get along" in school, and at work requiring listening.
2. 30 to 45	Understands conversational speech at 3 to 5 feet without too much difficulty; may have difficulty if talker's voice is faint or if face is not visible.
3. 45 to 60	Conversational speech must be loud to be understood; considerable difficulty in group and classroom discussion and perhaps in telephone conversation.
4. 60 to 80	May hear voice about a foot away; may identify environmental noises and may distinguish vowels, but consonants are difficult to perceive.
5. More than 80	May hear only loud sounds.

*Davis and Silverman, *Hearing and Deafness*, rev. ed., New York: Holt, Rinehart, and Winston, 1960.

** Silverman, S.R. *The Education of Children With Hearing Impairments*, The Journal of Pediatrics, St, Louis.

3. SCALE OF APPROXIMATE INTENSITY LEVELS OF FAMILIAR SOUNDS*

(Approx. Decibels)

0– Threshold of hearing
10– Faint whisper 5' away
Outdoor minimum
20– Quiet dwelling area
30– Average residential area
40– Faint speech
Very quiet radio in home
Quiet office
50– Quiet automobile
Quiet residential street
Quiet vacuum cleaner
60– Average conversation at 3 feet
70– Average restaurant
Busy street
Motor truck

(Approx. Decibels)

80– Loud speech
Loud radio
90– Loud orchestral music
Pneumatic drill at 10'
Noisy factory
Average subway express
100– Rivet hammer 35' away
Noisy subway express
Auto Horn
Loud shout at distance of less than one foot
110– Loud auto horn
120– Airplane propeller at close distance (15')
130– Air raid siren at distance of less than 100'
140– Largest power amplifier system

4. ACOUSTICAL CHARACTERISTICS OF SPEECH*

A. Voice patterns according to difficulty of hearing. (List indicates easiest to most difficult.)
1. Sentences
2. Expressions and phrases
3. Spondee words
4. Two syllable words with accent on either of the syllables
5. Monosyllabic words
6. Nonsense syllables
7. Isolated vowel sounds
8. Isolated voiced consonant sounds
9. Isolated breath consonant sounds

B. Three major characteristics of speech sounds:

1. Frequency:
Spectographic analysis of main frequency bands on an acoustic spectrum show the distinctive features of each vowel and consonant sound. It may be noted that the greatest phonetic power is contained in the first formant of each vowel. Although the second, third, etc. formants become progressively weaker, their contribution to the overall differentiation of acoustic vowel and consonant patterns is significant.

2. Amplitude or power:
According to Fletcher, a vowel in an accented syllable has usually three or four times the power of one in an unaccented syllable. There is a range of approximately 56 db when we take into account differences between particular vowels and consonants, variation in stress, and differences in individual voices.
3. Duration of the sound:
Although there are significant individual differences in articulating each speech sound, Fletcher notes the average duration of vowels as 0.29 seconds and consonants as 0.15 seconds.

*Clarke School for the Deaf

5. INTENSITY CHARACTERISTICS OF SPEECH*

(From *Handicap of Deafness*, Ewing & Ewing, 1938, page 106 or *Fletcher*, page 73)

The following table shows the relative loudness levels of 13 vowels and 20 consonants as given by Fletcher. The figures have been adjusted to give the loudest vowel (aw) as in *talk*, the loudest level of 60 db above the normal threshold of audibility. The conditions represented, therefore, approximate to quiet conversation.

Table I

aw	(talk)	60	n	(no)	46.8
-u-	(but)	59.6	m	(me)	45.3
O-e	(tone)	59.6	th	(that)	44.2
i-e	(bite)	59.5	t	(tap)	44.1
ou	(bout)	59.2	h	(hat)	43.9
-a-	(tap)	59.2	k	(kit)	43.8
-e-	(ten)	58.4	j	(jot)	43.7
ar	(top)	57.4	f	(for)	43.6
oo	(took)	57.1	g	(get)	42.9
-o-	(trot)	55.9	s	(sit)	42.4
l	(let)	53.5	z	(zip)	41.6
a-e	(tape)	53.3	v	(vat)	41.4
-i-	(tip)	52.6	p	(pat)	40.6
ee	(team)	49.4	d	(dot)	38.9
ng	(ring)	48.9	b	(bat)	38.8
sh	(shot)	48.9	th	(thin)	38.7
ch	(chat)	47.2			

A classification on differences of intensity of the order of 10 db gives one group of 12 vowels and the consonant *l* with intensity of 50-60 db, a second group, including the vowel *ee* and 16 consonants with intensity 40-50 db, and finally a group of three very weak consonants *d, b, th* with intensity 38-40 db.

The figures in Table I are independent of variations due to emphasis (Fletcher says, "A vowel is an accented syllable".) or variations of loudness among different voices. Taking into account differences between particular vowels and consonants, variations in stressing and differences between individual voices Fletcher estimates that the peak value of the loudest sound that will be encountered in conversation is 500,000 times greater than that of the weakest sound. This is a range of 56 db.

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6. FREQUENCY CHARACTERISTICS OF SPEECH*
(Fletcher, 1953)

The following table shows the characteristic frequency regions of the principal components of speech sounds.

I	oo	(tool)	400-500 cps		
	oo	(took)	450-650 "		
	o-e	(tone)	450-550 "		
	aw	(talk)	600-800 "		
	-u-	(ton)	650-800 "		
	ar	(tar)	800-1000"		
II	-a-	(tap)	750-950 "	about 2000 cps	
	-e-	(ten)	500-800 "	" 2000 "	
	a-e	(tape)	500-600 "	2000-3000 "	
	-i-	(tip)	450-550 "	2000-3000 "	
	ee	(team)	350-450 "	2000-3000 "	
	r	(run)	600-800 "	1800-2400 "	
	l	(let)	250-400 "	2000-3000 "	
	ng	(sing)	250-400 "	2000-3000 "	
	sh	(she)		1500-2000 "	4500-5500 cps
	ch	(cheek)		1500-2000 "	4000-5000 "
	n	(no)	250-350 "	2000-3000 "	
	m	(made)	250-350 "	2500-3500 "	
	th	(them)	250-350 "		4500-6000 "
	t	(to)		2500-3500 "	
	h	(hat)		1500-2000 "	
	k	(kite)		2000-2500 "	
	j	(jump)	200-300 "	2000-3000 "	
	f	(fun)			4000-5000 "
	g	(good)	200-300 "	1500-2500 "	
	s	(same)			5000-6000 "
	z	(zoo)	200-300 "		4000-5000 "
	v	(vase)	300-400 "		3500-4500 "
	p	(put)		1500-2000 "	
	d	(dog)	300-400 "	2500-3300 "	
	b	(boy)	300-400 "	2000-2500 "	
	th	(thin)			about 6000 "

(The figures quoted above are presented to give a broad picture. They should not be interpreted as absolute values.)

By comparing the Intensity and Frequency Characteristics of Speech Sounds, it can be noted that many of the consonant and vowel sounds having important high frequency components are also among the sounds of relatively weak intensity.

Group I—Low frequency components are much more important than the high frequency components.
Group II—High frequency components are essential for intelligibility.

*Clarke School for the Deaf

7. HEARING LEVEL TERMINOLOGY*

The practical handicap associated with various amounts of speech reception loss is roughly equivalent to that associated with progressive magnitudes of loss as revealed by pure tone audiometry. Thus, as one would expect . . . , a person whose loss on the W-1 test does not exceed 24 decibels experiences essentially normal efficiency in everyday listening. The greater the speech reception loss, beyond 24 decibels, the greater the handicap, because an increasing fraction of everyday sounds is now too weak to penetrate audibility. The handicap is mild for losses of less than 45 decibels, moderate for losses between 45 and 67 decibels, and severe for losses exceeding 67 decibels.

SUMMARY:

Speech Reception Hearing level	Category
0–24 db	Essentially normal
25–45 db	Mild handicap
56–67 db	Moderate handicap
68—— db	Severe handicap

Suggested Additions:

0–15 db	Essentially normal
15–24 db	Slight handicap
90—— db	Profound loss

The above information is given to you to serve as a guide. You will improvise and develop material and techniques of your own as you gain experience. Please remember that these children are individuals with individual needs and that they will benefit according to the effort and interest you put into your working with them.

8. EDUCATIONAL NEEDS OF CHILDREN WHO ARE HARD OF HEARING**

Hearing loss less than 30 db.	Lip reading and favorable seating.
30 to 45 db loss.	Lip reading, hearing aid (if suitable) and auditory training, speech correction, and conservation, favorable seating.
45 to 60 db loss.	Lip reading, hearing aid, and auditory training, special language work, favorable seating or special class.
60 to 80 db loss.	Probably special educational procedures for deaf children with emphasis on speech, auditory training, and language with the possibility that the child may enter regular school.
More than 80 db loss.	Special class or school for the deaf. Some of these children eventually enter regular high school.

*Wisconsin Audiology Conference 4-14-15, 61

**Silverman, S.R. *The Education of Children with Hearing Impairments.* The Journal of Pediatrics, St. Louis.

III. FACILITIES AND EQUIPMENT, PROCEDURES

A. Medical and Paramedical

1. WISCONSIN HEARING CONSERVATION PROGRAM

The Wisconsin Hearing Conservation Program is conducted as part of the program of the Bureau for Handicapped Children, State Department of Public Instruction. This program has the following objectives:

a. To locate chiodren with impaired hearing
b. To provide diagnostic otologic examinations and evaluations as indicated
c. To correct and rehabilitate if possible through medical and surgical care and special education
d. To encourage local communities to continue hearing conservation programs

This service is especially concerned with those children who have enough residual hearing for regular classroom attendance provided they are given special consideration in preferential seating, speech therapy, lip reading, auditory training and/or amplification.

We will mention only briefly here available medical and surgical facilities in Wisconsin. Qualified specialists in state and private hospitals and clinics offer the finest service possible for children with hearing problems. Requests regarding individual children may be directed to the Bureau for Handicapped Children regarding arrangements for the recommended program. The Bureau can assist in the purchase of the care and equipment as recommended by a qualified otologist. Hearing aids may be borrowed on a temporary basis.

2. FACILITIES FOR EVALUATING SPEECH, HEARING, AND HEARING AIDS

GREEN BAY	Audiologist Curative Workshop 342 South Webster
MADISON	University of Wisconsin Speech and Hearing Rehabilitation Center 905 University Avenue
	University of Wisconsin University Hospitals–Division of Otolaryngology
MARSHFIELD	Marshfield Clinic Department of Otolaryngology
MILWAUKEE	University of Wisconsin–Milwaukee Hearing Evaluation Center Downer Avenue
	Milwaukee Children's Hospital Audiology Department
OSHKOSH	Principal, Oshkosh School for the Deaf Public Schools

The staff of the Bureau for Handicapped Children assists with this service on an individual basis only.

B. Educational Facilities in Wisconsin

1. PUBLIC SCHOOLS FOR DEAF AND HARD OF HEARING
(state-aided or supported through Bureau for Handicapped Children)
a. Day Classes

Eau Claire	La Crosse	Oshkosh	Shorewood
Green Bay	Madison	Racine	Stevens Point
Kenosha	Milwaukee	Rice Lake	Superior
			Wausau

b. Residential School
Wisconsin School for the Deaf, Delavan (Elementary, Secondary, Rehabilitation)

2. PRIVATE SCHOOL
St. John's School for the Deaf, Milwaukee

3. SPECIAL SUMMER SCHOOL

The Bureau for Handicapped Children of the State Department of Public Instruction in cooperation with the University of Wisconsin Speech Department, conducts summer clinics for the hard of hearing child and the child with delayed speech. These are state-supported clinics. There is no charge for the six weeks' training or room and board. Referrals must be made to the bureau for Handicapped Children by March 1 of each school year. Some exceptions are made beyond that date, depending on the amount of evaluation needed. Refer to any one of the five persons listed on the inside of the cover page.

4. SPEECH CORRECTION AND AUDITORY TRAINING
(See Facilities for Evaluating Speech, Hearing, and Hearind Aids on previous page.)
Public School Facilities (state-aided by Bureau for Handicapped Children, State Department of Public Instruction.)

a. Districts

Allouez	Fort Atkinson	New Richmond	Sparta
Amery	Green Bay	Oconomowoc	Stoughton
Appleton	Janesville	Oshkosh	Superior
Baraboo	Kenosha	Platteville	Tomah
Beaver Dam	La Crosse	Portage	Two Rivers
Beloit	Lake Tomahawk	Port Washington	Watertown
Brodhead	Madison	Preble-Humboldt	Waukesha
Cedarburg	Manitowoc	Racine	Wausau
Chippewa Falls	Menasha	Rhinelander	Wauwatosa
Cudahy	Milwaukee	Rice Lake	West Allis
DePere	Mineral Point	Ripon	West Bend
Eau Claire	Minocqua	River Falls	Wisconsin Dells
Edgerton	Monroe	Shawano	Wisconsin Rapids
Evansville	Neenah	Sheboygan	Woodruff
Fond du Lac	New Holstein	South Milwaukee	

b. Counties

Brown	Green	Ozaukee
Clark	Kenosha	Racine
Columbia	Lafayette	Rock
Dane	Manitowoc	St. Croix
Dodge	Marathon	Sheboygan
Fond du Lac	Marinette	Walworth
Forest, Oconto and Shawano	Milwaukee	Washington
Grant	Monroe	Waukesha
		Wood

5. Pre-School Services

Section 41.01 (2a) of the Wisconsin Statutes provides that "Any school district which operates a class for handicapped children may provide instruction or treatment for preschool handicapped children and instruction for their children and their parents. The Wisconsin School for the Deaf may provide instruction for preschool deaf children and their parents . . . The conducting of such instruction or treatment shall be subject to approval of and shall comply with requirements established by the state superintendent."

With this permissive legislation it has been possible to provide instruction for preschool children with defective hearing in the cities with day classes for deaf and hard of hearing and also to conduct a Pre-School Institute at the Wisconsin School for the Deaf. This institute is usually held in July each year.

Other agencies offering assistance with the pre-school child are the Milwaukee Hearing Society, Mrs. June Carr, Secretary, and the Speech and Hearing Rehabilitation Center at the University of Wisconsin. The John Tracy Clinic in Los Angeles offers correspondence course work for parents.

Section II: GENERAL WORK PLAN

I. INAUGURATION OF WORK PLAN; PROCEDURES

When the necessary audiometrics, otologic examination, psychometric evaluation and necessary treatment is completed, the speech therapist should be prepared to begin working with the child. The teachers, parents, and the child himself, if he is old enough, should be informed as to what is necessary in therapy. Test results and information from the doctor should be explained to them so they will understand what the needs and problems of the child are. They should understand that if they have the child with the partial losses described above, he still must have special consideration even though he may seem to hear normally. For example, the child with normal hearing in the low frequencies but a high frequency loss may have some difficulty understanding a person with a high pitched voice, such as a woman. This child would understand men better than women simply because of the lower pitched voice.

The next step would be to test the child's articulation, lip reading ability, auditory discrimination and language development. In addition to a complete articulation test to be chosen by you, there are some sample tests included at the end of this booklet which may be used. These, of course, may be modified according to age level, attention span, etc. You must realize that all of the above can be completed for you at a recognized Speech and Hearing Center.

By now you should have a plan of work to follow and make preparation for meeting the child's needs. The test results should be discussed with the parents and teachers along with the therapy you propose to do, so that as you progress they will understand what you are talking about, as well as discuss ways in which they can help the child. The following recommendations should be given to the teacher.

1. The child's hearing loss should be explained to the teacher in simple terms regarding the type of loss, the speech he might exhibit and which sounds, words and speech might become confusing to him.

2. If the child wears a hearing aid, the teacher should be given simple instructions as to how the hearing aid works, what it will do for the child and what to do if the aid suddenly ceases to function.

3. Curiosity of the part of the other students can often be done away with if the therapist, teacher and child explain what the hearing aid is for and actually how it works, even to letting them listen to it and answer their questions about it.

Please remember that you begin work with the hard of hearing child as soon as he or she enters school. It is ideal if classes can be set up on the pre-school level or at least that you be available for advice as to how parents of these children can help them. The sooner these children can get exposed to sound and good speech, the more rapidly the child will progress, both educationally and socially. We must give these children every opportunity to acquire as near normal speech and language as they can and as soon as possible.

We must keep in mind that our goal will be attained only by management through parent counselling, medical and surgical diagnosis and therapeusis for reversible or contributing factors and proper educational training and related services. Recognition of the handicap and a realistic adjustment to this handicap must begin at the beginning and must be the forerunner to continued management. Vigilance, realism and cooperation are the requisites for an effective program.

II. PARENT COUNSELLING

It is a definite fact that the pre-school child with a hearing problem has been sorely neglected. In too many instances the problem has not been recognized until the child is enrolled in school. In too many other cases the parents and even the family doctor have been aware of the problem but have done little or nothing about it. In some cases the problem has been diagnosed as something else; doesn't pay attention, daydreams, is stubborn, emotionally maladjusted, mentally retarded, etc. In short, there are relatively few cases where there has been a team approach to the problem to determine just what the child's needs are and then make plans to do something about it.

There is much that can be done to help these children beginning in the very early stages of development. It is imperative that these children, if possible, have amplification if all has been done medically and surgically. A plan of therapy should be set up immediately in the home as well as to obtain any professional help available. The earlier this can be done, even in the infant stages, the better chance the child will have to acquire awareness for sound and ultimately, speech.

At this point we must insert a note of caution. The primary object is to get the child to talk and produce sounds, words and speech, as well as he can. However, he is not to be corrected in his production but just exposed, with the hope that he will begin to hear likenesses and differences to the extent that his hearing will allow. We will not be concerned with speech correction until he reaches an age level of 6 to 7 years and even then all efforts should be under the supervision and guidance of a qualified teacher or therapist who can help and guide you in your work with your child.

When the child makes his first attempts at intelligible words or speech (around the one year level) you should continue to expose him to all aspects of his environment. Just as is done with a normal hearing child, particular emphasis day in and day out should be directed toward teaching him what things are, the sounds they make, his own personal being (eyes, nose, ears, etc.), mommy, daddy, sister, brother, television, radio, the food he eats, anything and everything that is concerned with his well-being.

As he progresses in age through the 2, 3 and 4 year level you can begin to make up scrapbooks with pictures of the members of the family, parts of the body, relatives, household furniture and goods, the things around him, inside and out, and on and on to include a very real and interesting day-to-day source of material to talk about, ask questions about and discuss. With the many pros and cons of television there is still s real value in spending time with the child, watching good children's programs, even to cartoons where the child again is exposed to sound as well as action, ahead, up, down, over, through and, of course, the actions of the characters involved. Daily exposure to situations outside the home will add to his social adequacy and awareness of sound. Experiences in the yard, mowing the lawn, raking, digging and planting buds, worms, flowers, trees, animals, what they are, what they do, how they go; run, crawl, swim, fly, etc. Take him every place possible, across the street, around the block, to the store, the farm, and again, on and on. There is no such thing as over-exposure except for the fact that there will be days as with any of us when he will not be interested. During these times, allow him to do pretty much as he pleases, making note of the way he spends that time. Perhaps your future work can be directed along this line from time to time.

The above calls for real effort on everyone's part, as well as time and patience. It should, however, be a family effort where everyone takes part at one time or another so that the child is exposed to different ways of keeping him interested as well as recognizing differences in the way "daddy talks" as compared to "mommy" and, in turn, how they talk, as compared to sister, brother, etc.

As the child approaches school age all of the things a normal hearing child does should have been attempted with hope of some services in all areas. This would include knowing his name, members of the family, where he lives, in short, a near normal awareness to what is going on around him, what is good, bad, hot, cold, far, up, etc., etc.

You will note that we have not talked about speech per se with all of its ramifications of production of sounds. We have only been concerned with gross sounds, recognition of their attempts with speech and encouragement of it. Once the child enters school, nursery, or kindergarten, his speech may very well begin to improve if nothing else, out of necessity. Children will be cruel in their innocence and demand that the child make real efforts to make himself understood. Even at this young age he will learn in a hurry to pay close attention when others are talking and by now he is reading lips whether you realize it or not. He will learn the hard way that if he doesn't exert himself he may be left out of the social circle. If there is a speech therapist in the area then he should be referred immediately for help in all areas, auditory training, lip

reading, and speech correction. His teacher should also be aware of the following: *Suggestions for the Regular Classroom Teacher* . (See Page 70)

It is difficult to follow any definite lesson plan with the hard of hearing child because each child reacts differently according to the pattern of his loss, his intelligence and his physical well-being.

Every learning situation is influenced by these individual differences. A general plan such as has been suggested above and in the following pages will prove helpful. Daily encouragement and work are most important. The more time and effort expended in these early formative years, the easier the future years will be for the child.

III. SUGGESTIONS FOR AUDITORY TRAINING

A child, as well as an adult, must be taught how to use his hearing aid to best advantage. They must be taught to listen and realize what they are missing without amplification. They must realize that even a normal hearing individual has difficulty understanding if he doesn't combine normal and auditory clues. In some cases the child will reject the amplification since the new world of sound may actually frighten him. It may actually make him nervous and upset him. There are many different reactions to amplification depending on the type of hearing loss. It will again take patience and perseverance on the part of the parent and teacher as well as the child.

Before beginning any session, always check out the hearing aid to make sure it is working properly. In some cases the child, especially a very young one, may not be aware that the aid is not working properly or even at all. See *Trouble Shooting chart* Page 68 . The acceptance of amplification may create no problem at all. In some cases the child may put the aid on and not want to take it off again until bedtime. Some may even want to wear it to bed. As a whole, it should be a very casual thing. Allow the child to make the decision as to how long he wants to wear the aid. Encourage him to wear it for longer periods of time as each day goes by. It eventually should become a procedure pretty much like wearing glasses. He will take it off at night and put it back on again in the morning.

The beginning sessions should be involved with how the hearing aid works along with making comfort level adjustments to sound. You will find that as time goes on the child will gradually tolerate and accept more volume. Have an interesting array of items available to talk about in your first sessions. Toys that make noise are good. Pictures of different objects, animals, things around him are helpful in keeping his interest and making him aware of what they are and what they do. Interesting little games such as finding parts of the body, clothing, things in and out of the house, etc., are very good for stimulating interest and speech. Everything you do should be concerned with "Show me, where is, what is, what kind, etc." Begin early with his name, age, address, members of his family and so on so that he will recognize them and be able to give them back to you. In brief, the normal hearing child picks up all that is around him with a relatively small amount of actual teaching. The hard of hearing child must be constantly encouraged and taught to watch, listen and repeat. A daily program of the above is a must and will definitely show results. This will be in varying degrees with each child, depending on other factors mentioned earlier but there will be results in every child and encouraging and pleasant results with most children.

Once the child becomes interested in books and pictures the work becomes easier. We have talked about the scrapbook which can be made up. Once he will sit and listen to a story, then daily reading sessions are very good. Point out things he knows as you go along, have him answer your questions on what you have read, as well as discuss his feeling about the stories. This will give you an indication of how much he is taking in and how much he understands of what he has seen and heard.

Develop his interest in coloring and cutting out pictures so that he can make his own scrapbook or add to one that you have started. Encourage his talking and asking questions as he is engaged in these activities. Encourage all members of the family to be good listeners as well as "good talkers." Use good speech all of the time. There should be no "baby talk" or "other words" for objects on your part. He may mis-produce sounds and words but he should be listening to good speech and correct production at all times.

There are many records available (note bibliography) which concentrate on rhythm, sounds around us, on the farm, down town, etc., which can be purchased at most record stores. These may be the children's records or records made up especially for listening. In any case, expose him to this and try to develop an

interest along the line. Once he reaches the four to five year level you can begin to make plans for daily professional help whether it be in a regular classroom with a speech therapist or in a class for the hard of hearing.

You must be ready by this time to accept the fact that if he cannot keep up with the regular classroom routine then he must have special help such as he will get in a class for the hard of hearing. He must have every opportunity for learning and understanding. This he will get in a special class with a specially trained teacher who will have available the latest techniques, methods and equipment to aid him in his understanding and learning. It may very well happen, depending on his abilities, that he will spend his early years in a special class but be able to go into a regular class in his later years. The decision to enroll a child in special class is sometimes not an easy one to make. If it means sending the child away to school, it may be even more difficult. The decision must be made, however, if your child is to continue growing. The longer the decision is put off the more difficult it will be for him in later years. A visit to the school where he will be enrolled will convince you that this is the best thing to do.

The following suggestions and sample lessons will help in setting up a daily plan of therapy in working with the very young child. You can enlarge on this to provide a good workbook for daily use.

A. Basic Vocabulary

TOYS
Ball
Drum
Top
Doll
Car
Truck
Garage
Airplane
Bus

THINGS TO WEAR
Shoes
Blouse
Sweater
Bow
Socks
Rubbers
Dress
Coat
Sunsuit
Pants
Hat
Pajamas

THINGS TO EAT OR DRINK
Water
Soup
Meat
Milk
Bread
Orange juice
Vegetables
Ice cream
Candy
Butter

ANIMALS
Dog
Rabbit
Cat
Horse
Cow
Fish
Elephant
Monkey
Duck
Mouse
Chicken

THINGS ON THE TABLE
Knife
Glass
Fork
Cup
Plate
Napkin
Bib

ROOMS IN THE HOUSE
Bathroom
Livingroom
Kitchen
Hall
John's room
Mother's room
Upstairs
Downstairs

PERSONS
Mamma - Mother
Daddy - Father
Baby
Girl
Boy
Man
Woman
Postman
Milkman
Policeman
Bus Driver

THINGS IN THE BATHROOM
Soap
Towel
Glass
Toothbrush
Washcloth
Toilet
Bathtub

THINGS IN THE LIVINGROOM
Chair
Lamp
Clock
Table
Radio
Sofa
Window
Piano
Door
Rug
Book

THINGS IN THE KITCHEN
Stove
Iron
Icebox
Ironing board
Broom

THINGS TO RIDE
Car
Airplane
Bus
Wagon
Streetcar

THINGS IN THE YARD
Sandpile
Shovel
Swing
Pail
See-Saw
Tree
Flowers
Birds

PARTS OF THE BODY

Arm	Ear
Thumb	Hand
Nose	Teeth
Eye	Knee
Foot	Mouth
Leg	Face
Finger	Toe

PLACES

Upstairs
Downstairs
In the livingroom
Outside
Inside

MEALS

Breakfast	Dinner
Lunch	Supper

NUMBERS

1 - 2 - 3 - 4 - 5 - 6

COLORS

Red	Blue
Orange	Green
Yellow	Purple

ADJECTIVES

Hot	Cold
Sweet	Sour
Clean	Dirty

VERBS (Commands)

Jump	Walk	Come Here
Run	Turn	Clap your hands
Fall	Stand up	Wash your hands
Skip		Throw a ball

EXPRESSIONS

Thank you
Good morning
Come here
Good bye
Look
I am fine

DIRECTIONS

Shut the door	Take off
Open the door	Go out and play
Shut the window	March
Come to	Pick up
Go to	Please pass the
Put on	Go to sleep

SOME GOOD PHRASES FOR YOU TO USE WITH YOUR YOUNG DEAF CHILD EVERY DAY THROUGHOUT THE DAY

WAKING UP—MOTHER GOES IN:

Hi:
Let's get up.
Let's go to the bathroom.
Wash your hands.

DRESSING FOR BREAKFAST:

Put on your bathrobe.
Put on your slippers.

GOING TO BREAKFAST:

Time to eat.
Down, Down, Down we go. (Chanted as you go down the steps.)
Here's your cereal (or any favorite food).
It's all gone. (Cereal or milk. INTEREST IN COMPLETION.)

DRESSING FOR THE DAY:

Put on your pants.
Put on your shoes.
I'll tie your shoes. (Game with shoes.)

PLAY:

Do you want to play with blocks? (or other toy.)

PLAY OUTDOORS:

Let's go outside.
Open the door.

WASHING UP FOR LUNCH:

Your hands are dirty.
Wash your hands.

EATING:

Time to eat.
It's hot.
Have some meat. (NOT--chicken, lamb, roast beef, liver, ham.)
Have some more meat. (If that is a favorite food—EXPLAIN THE WONDERFUL OPPORTUNITY HERE.)
It's all gone.

DADDY COMES HOME:

Here comes Daddy.
Go play with Daddy.
Let's dance, dance, dance.
Peek-a-boo.
Where's Billy?
It's off. (Music)
Pat-a-cake.
Let-s look at a book.
That's a car. (Make noise.)
That's an airplane. (Make noise.)
That's a cat. (Noise)
(All the things the child points to.)
Throw the ball. (If interested in a game.)

All these things are what you might be saying in normal play with the child.

BATHING:

UP, Up, Up, we go.
Time for bath.
Open the door.
Turn it on. (Water)

UNDRESSING:

Take off your shoes.
Take off your overalls.
Take off your pants.

THE BATH—A GAME

Wash your foot.
Wash your hands.
Wash your arm. (To a chant.)
Here's a towel.
Put on your pajamas. (Here comes your foot, hand, etc.)
Brush your teeth.
Good night.
Give Daddy a kiss.

IN BED:

GOOD NIGHT:

Turn it off. (light)
Go to sleep.

BATHROOMING:

Let's go to the bathroom.
Wash your hands.

NAP:

Time to sleep.
Turn it off. (The light.)

WAKING AND CALLING:

Hi!
Let's get up.
Let's go to the bathroom.
Wash your hands.

DRESSING:

Put on your pants.
Put on your shoes.
Put on your overalls.

GOING FOR A WALK:

We're going for a walk.
Look at the dog (or whatever the child points out).
The dog goes Bow-Bow.
Let's run, run, run.
Walk and walk.
Thank you. (If child hands you something.)

GOING HOME:

We're going home.
We're home.

WASHING UP:

BATHROOMING:

EATING:

Time to eat. (Favorite foods again.)

In addition, there are many more useful expressions:

Have some water.	Wait a minute.	Help me.
It's hot.	Stand up.	Stop it.
Come on.	Sit down.	After awhile.
Throw it away.	Wipe your mouth.	Ou! It hurts.
Where's ?	Get your bib.	There.
	Use your spoon, fork, knife.	

B. Learning Sequence in Sound Articulation

1. Can hear the correct sound in isolation.
2. Can tell if the sound is correct or incorrect.
3. Can hear the correct sound at the beginning of words.
4. Can hear the correct sound at the end of words.
5. Can hear the correct sound in the middle of words.
6. Can tell if the sound is correct or incorrect in these 3 positions in words.
7. Can hear the difference between the correct and incorrect sound in the reading of others.

* 8. Can produce the correct sound in isolation.
* 9. Can produce the correct sound followed by vowels (or in words in which vowel sounds follow the sound being learned).
*10. Can produce the correct sound preceded by vowels (or in words in which vowel sounds precede the sound being learned).
*11. Can produce the correct sound preceded and followed by vowels (or in words in which the sound being learned is preceded and followed by vowels).
*12. Can produce the correct sound in all positions in words without blends.
*13. Can produce the correct sound in all positions in words and with blends.

*Each step should proceed from production with stimulation to production without stimulation before proceeding to the next step.

14. Can produce the correct sound in sentences.
15. Can produce the correct sound when reading.
16. Can produce the correct sound in situational practice such as:
    (a) Giving a report in class.
    (b) Asking or answering a question.
    (c) Playing a game requiring a speech response.
17. Can produce the correct sound in most situations with effort.
18. Can produce the correct sound in all situations effortlessly.

In order to have your work go smoothly, it is imperative that you establish good rapport with the child. If he is old enough to understand, a discussion of what you propose to do is good so that he will understand why he is there and that you want to help him in every way that you can. This is a good time to make a recording of the child's speech. He will enjoy this as a rule and it will allow him to compare his speech with yours and the other children in his class. He can analyze it along with your help and realize what his needs are. This recording should be kept and used as a means of referral from time to time as you progress.

It is also good to get a verbal resume from the child as to his name—parents' names—siblings—address, if on a farm describe it city, how he gets to school, things about school he likes, dislikes, hobbies, anything he would like to talk about. Make notes of this and keep it for future lesson plans, general speech, speech reading, and auditory training.

See that the child has some type of workbook in which he will do daily assignments. A large-sized scrapbook is good in that he can write in this as well as paste pictures, color, etc. Older students can use a large, conventional, loose-leaf notebook for written assignments and notes.

Your beginning therapy should include sessions which make the child aware of the gross sounds about him and what they are. This could mean a walk around and through the school, telling him to be sure and ask if he hears any sounds he does not recognize. All the while you can be pointing out the sounds you hear as you hear as you walk along. This will also give you a good idea of how he responds and reacts to outside noise. These sounds could involve conversation of other children at play, cars passing by, or possibly a bird singing, dog barking, or any sound he might become concerned about. This could progress to sounds heard on the farm, animals in the zoo, sounds from his daily environment, etc. There are good records on the market which can be used to demonstrate these sounds. Colorful pictures and actual objects which depict the sounds should be used along with these sounds. It must be remembered, too, that the child who has just started wearing his hearing aid will need a lot of individual attention and encouragement because this new world of sound can be a very trying and frustrating experience. Be patient with him and if he insists he does not want to wear it at times, give him the privilege of removing it for a while rather than forcing him to leave it on. Gradually he should come to realize the help it can give him and will want to wear it.

The above could continue for about the first two or three sessions, depending on the length of time he is seen. It is ideal to see the child at least ½ hour per day and definitely no less than one hour per week, whether this is in one lesson or two ½ hour lessons. It is well realized the heavy case load most therapists must carry, but the hard of hearing child must be given the consideration and privilege of extra time since his whole future education and social adaptability depend on his getting a good speech and language background. It goes without saying that the child who does not understand and has difficulty expressing himself will be a problem from the day he enters school until he leaves.

The child should by now have an idea of what is expected of him and how he should listen and be aware as people are talking to him, as well as sounds around him. The next step would be an introduction to his articulation problems and what can be done to correct them. Keep in mind that every therapy session will include speech correction, speech reading and auditory training even though your lesson plan may be dwelling on one phase of the three. You can realize this in that as you do speech correction, the child is speech reading as well as listening as you talk. The Northampton Chart, along with your own techniques of speech correction, is a good tool to use in teaching the child the progression of sounds. Following the order listed below will help the child realize how the sounds are made, as well as how they look on the lips and mouth. In reality, we are also teaching him speech reading in this demonstration.

Sample progression of sounds:

Those easily seen on the lips–p–b–m–f–v. Let him watch you as you produce the sound, then himself in a mirror as he produced it. Help him to realize that (p) has no sound by letting him feel your throat and face as you produce it; that it is made with air. Let him feel the airstream with his hand in front of your mouth as you produce it. Follow this procedure when introducing every sound and asking–Can we see it, can we feel it, can we hear it? (If the child cannot hear it and it is audible, then he should be assured that it can be heard and that as long as vibration accompanies the sound, it is audible.) Using this criteria he can associate the sounds and relate them as he learns them. Example: (p) has air, no voice–can be seen; (b) has air and voice–can be seen; (k) has air, no voice–cannot be seen, etc. The idea of voice is easily understood if we refer to the voiced sounds as those with the "motor running."

We can progress to the vowels in the same manner (a–e–i–o–u) and from there to the remaining consonants. They are listed according to their proximity to each other in production. They need not necessarily follow this order since some children can produce some of the sounds and you will be able to proceed from the sound he can make to the sound he cannot. For example: He may be able to produce a (d) sound but the (t) may be defective. Proceeding from the (d) sound and making him realize they are the same except for the final production will help him to produce a good (t) sound. These sounds then are (d–t–r) (dj–ch–sh) (l–n) (s–z) (th-~~th~~).

j zh c as in city

Even though the sounds are grouped as they are, it must be realized that one can proceed from the (t to r) as well as from (l–r) or even (d–r). To reiterate, begin from the sounds the child can produce to the sounds he cannot. Remember, too, that you explain which sounds are voiced and unvoiced, those that can be seen, those made with air, no air, etc.

The next group includes:

(h–wh–w–as well as the glide sounds) (i–y–ou–eu–oi)

These are difficult to get across to a hard of hearing child. It will tax your ingenuity as to how they are produced, how they feel and what they look like. Be prepared to give good examples with words as well as demonstrations with a mirror and face to face with the child.

The last group includes:

(k–g) these are the sounds that come from the throat.

(c) hard as in cat–motor running–feel them–have air–

(q) can't see them.

An excellent added device for demonstrating these sounds is found in the Talking Time Film Strips. (See bibliography.) They are very colorful, interesting, and do an excellent job of illustrating the production of the sounds. These film strips can be used with normal hearing children with speech problems as well as those with hearing problems.

Auditory training is involved all the while you are working with the child in that he is listening to you talk as well as monitoring himself as he talks. It is ideal if you have access to an auditory training unit but cost prohibits this in most school systems. You can help the child a great deal, however, by beginning, as described above, with your first therapy sessions. As you progress, records (note bibliography) involving many different sounds heard in many different places can be employed as well as storytelling, and music. Auditory training records are also available and can prove very useful as a teaching aid. Using these, along with your explanation and help, will do much to make the child aware of good speech and sound around him.

The principle aim of auditory training is to help a child to get the most value from his hearing aid that is possible for him. At first the aid should be worn only a half hour or so at a time. The time should be gradually increased until the aid is being worn during the school day and during recreational activities where it will be of benefit. It will be helpful if the child is encouraged to wear the aid in a variety of listening situations: (1) when listening to the radio to both speech and music, (2) when guests are present and there is general conversation, (3) at the movies, (4) at church and (5) at school.

Following is a plan that may be followed to train the child in more effective habits of listening. About a half hour a day should be spent in this sort of drill. Progress will be positive but probably not rapid. Habits are formed by painstaking effort.

C. Learning to Use the Hearing Aid

D. Sample Lessons 1 to 21

STEP I

Lesson Plan 1

In order to make the process of learning to use a hearing aid as tangible as possible the first step should utilize concrete material in the form of pictures. Nouns, such as those to be found in packs of Kiddie Kards published by Wolfe Products, Sheboygan, Wisconsin, may be used to good advantage.

1. The child says the name of each object as it is placed on the table.
2. With the aid of lip reading he then points to each word spoken.
3. With his eyes closed he listens and then points to the object whose name he thinks he hears.

If the parent or teacher wishes to make a pack of such cards, pictures from magazines may be used including such words as:

1. baby
2. shoe
3. airplane
4. fish
5. cat
6. cow
7. spoon
8. dog
9. knife
10. bird
11. house
12. boat
13. car
14. horse
15. apple
16. rabbit
17. lamp
18. train
19. chair
20. orange
21. banana
22. soup
23. soap
24. table
25. fork

The manner in which the cards are manipulated may be varied if the person working with the child keeps in mind the fact that the whole object of the activity is to familiarize the child with the way that those words sound in order that when he hears them he will associate what he hears with the object.

Object Lotto, Animal Lotto or any one of the games where the object is matching may be used to vary the procedure.

The following are sample lessons which you can use with all children of school age. Again you can add to them, or make them more difficult for the older students. They can be used in speech correction, auditory training and lip reading.

STEP II

Lesson Plan 2

I.	II.	I.	II.	I.	II.
1. few	chew	18. dot	not	35. cuff	cub
2. calf	catch	19. deed	need	36. calf	cab
3. four	chore	20. coal	goal	37. lame	name
4. pie	buy	21. came	game	38. light	night
5. pole	bowl	22. coat	goat	39. big	dig
6. cap	cab	23. ham	have	40. sew	show
7. rope	robe	24. mine	vine	41. sign	shine
8. mine	line	25. tin	thin	42. sip	ship
9. name	nail	26. pat	path	43. save	shave
10. home	hole	27. pour	four	44. kick	tick
11. shore	four	28. cap	calf	45. kite	tight
12. shade	fade	29. cup	cuff	46. code	toad
13. leach	leaf	30. have	has	47. park	part
14. four	core	31. few	view	48. mine	nine
15. find	kind	32. lace	vase	49. dumb	done
16. bake	make	33. vase	face	50. cut	cup
17. nurse	verse	34. fig	big		

1. List I should be read asking the child to repeat what he hears until the words can be repeated with reasonable accuracy.
2. List II should be used in the same way.
3. As is obvious, word 1 in List I is very similar to word 1 in List II, word 2 in List I is very similar to word 2 in List II, etc. In this step the two lists are used together, the object being to teach the child to detect small differences through hearing. This step will be difficult. Probably not more than 10 pairs of words should be used at one sitting.

STEP III

Simple sentences;

1. The sentence may be read to the child while he watches what is being said. He may answer the question or repeat it.
2. The same procedure should be followed using no lip reading. The speaker may cover his mouth or the child may close his eyes. Again the questions may be answered or repeated.

1. What letter comes between A and C?
2. Do flies have wings?
3. What day comes after Sunday?
4. How many colors are in the American Flag?
5. What number comes after 10?
6. What tool do you drive nails with?
7. What number comes between 6 and 8?
8. What month comes after January?
9. How many pennies are there in a nickel?
10. What number comes before 10?
11. What letter comes after W?
12. What day comes after Monday?
13. What number comes after 11?
14. What are books made of?
15. What letter comes after A?
16. What color is snow?
17. What letter comes before B?
18. How many days are there in a week?
19. What do you see with?
20. Does a cow have kittens or horns?

21. Where do you wear a hat?
22. What letter comes before C?
23. What color is spinach?
24. What number comes after 3?
25. What day comes before Tuesday?
26. What number comes after 7?
27. What part of the body do you put shoes on?
28. Does an elephant walk or crawl?
29. Can you burn your mouth with ice cream?
30. What month comes after February?
31. What letter comes after B?
32. What is the color of coal?
33. What is smaller, a dog or a horse?
34. What comes between 2 and 4?
35. What do you hear with?
36. Does a cat eat bricks or mice?
37. Do elephants have a hump or a trunk?
38. What number comes before 12?
39. What day comes before Wednesday?
40. What part of the body do you put a sock on?
41. How many pennies are there in a dime?
42. Does a horse eat oats or chickens?
43. What do you spread butter with?
44. What number comes before 2?
45. What color is ketchup?
46. What month comes after March?
47. How many wheels does a bicycle have?
48. How many months are there in a year?
49. Does a man wear a hat or a table?
50. What do you chop wood with?
51. What is the color of butter?
52. What day comes after Thursday?
53. How many toes are there on each foot?
54. Which is darker, night or day?
55. Do you write with a chair or a pen?
56. How many hours are there in a day?
57. What day comes after Wednesday?
58. What does a cat lick with?
59. What do you tie a package with?
60. Does a cow eat hay or stones?
61. Is a lemon sour or salty?
62. What day comes before Friday?
63. What are windows made of?
64. What shines in the sky in the daytime?
65. How many legs does a man have?

STEP IV

Presentation of a simple story, such as the following:

The Goose That Laid the Golden Eggs

Long, long ago there was a man who had a wonderful goose. This goose laid one golden egg every day. She brought her owner a great deal of money. But he was greedy, and was not getting rich as fast as he wished. He thought his goose must have much gold inside so that if he killed her he would get all the gold at once. So he killed the goose that laid the golden eggs. But when he cut the goose open he couldn't fine as much as a speck of gold inside her. And of course he got no more golden eggs each day, By being greedy he lost all of his chances of getting rich.

1. The story may be presented first in its entirety.
2. Questions may be asked concerning the main points.
3. Ask child to re-tell story in his own words.

Following are three other stories that may be used in the same way:

The Stupid Thief

Once a rich man lost a valuable ring. He thought that one of his servants had stolen it. To make sure he planned a test. He called his servants together. He asked each one to draw a chopstick from several that he held in his hand. Then he said, "I have learned who stole my ring. I am going to give the thief a chance to confess. I will prove to you that I know the thief. I have had you draw these chopsticks. The thief's chipstick is one inch longer than the rest. If he wishes to confess, let him do so within an hour. At the end of that time if no one confesses each of you must show his chopstick. The thief will be punished."

The chopsticks, as a matter of fact, were all the same length.

The thief thought, "I will cut an inch off my chopstick so that it will be the same length as the others. Then the Master cannot accuse me of taking the ring."

When the servants were called together an hour later each servant stepped before his Master and presented his chopstick. The Thief's chopstick was an inch shorter than the others. In this way the Master knew which was the thief. He guessed that the thief would try to hide his guilt by shortening the stick."

Nikki

Once upon a time there was a little Chinese boy whose name was Nikki Nikki Timbo Nosorimbo Comamoomagoochi Gamma Gamma Goochi who went for a walk. He stopped at the well for a drink. He saw his reflection in the water. He leaned closer to admire himself. Kerplunk! He fell into the well! Nikki Nikki Timbo Nosorimbo Comamoomagoochi Gamma Gamma Goochi tried to get out. He couldn't. He was too fat! A man heard his cries and went for help. It took the man a long time to tell the neighbors what had happened. It takes a long time to say, "Nikki Nikki Timbo Nosorimbo Comamoomagoochi Gamma Gamma Goochi has fallen in the well." Every minute the boy was getting stuck tighter and tighter. The neighbors tried to pull him out. He was too heavy. They decided that he would have to stay in the well until he was thin enough to climb out. It was 77 days before he was that thin.

If his mother hadn't loved him so much she wouldn't have given him so much to eat. If she hadn't loved him so much she wouldn't have given him a special name. And if he hadn't been so fat and his name hadn't been so long he never would have gotten stuck in the well. So after that he ate only three meals a day and everyone called him "Nikki."

The Boy and the River

One day a long time ago a little boy was sent to town to sell a basket of butter and eggs.

His mother said, "Go straight to town and do not stop in the road."

Soon the little boy came to a river. Because he did not want to get his feet wet, he sat down on the bank.

"What shall I do?" thought the boy. "The river is very wide. I can't jump across, so I will wait for it to pass by."

So he sat down and waited all day for the water to pass by. At last the sun set. When it grew almost dark, the little boy became frightened and took the basket and ran hom to his mother.

"What does this mean?" asked his mother. "Why did you stay so long? And why didn't you sell your butter and eggs?"

"I came to a river, Mother," said the boy. "I didn't want to get my feet wet. The river was very wide. I couldn't jump across. So I sat down to wait until the water had passed by. But it is running there still."

"You will never sell your butter and eggs," said his mother, if you wait until all of the water in the river has passed by. It will be running long after you and I are dead."

Lesson Plan 3

aw
au
o(r)

born	all	saw	caught
horn	ball	paw	taught
horse	tall	raw	thought
or	fall	law	brought
nor	call	walk	ought
north	hall	talk	short

1. All the boys in our room took a walk.
2. Shall we talk about the things the boys saw?
3. Ted saw some cows in the corn field.
4. Ben saw a horse with a very short tail.
5. Jack saw two small boys playing ball.
6. Dick saw a cat with a sore paw.
7. Ben may take the chalk and draw the horse.
8. Dick may draw the cat with the sore paw.

seesaw
ball game
sidewalk
law school
wallpaper

raw—row
caught—cot
walk—woke

lot—law—low

1. The children are on the seesaw.
   The seesaw goes up and down.
   I saw a good movie.
   Where is Father's saw?
   We saw the white boat.

2. Throw the ball to me.
   The ball is blue and white.
   What time is the ball game?
   The ball game is at two o'clock.
   I saw the ball game.

3. Shall we walk home?
   We took a long walk.
   The sidewalk is narrow.
   I found a dime on the sidewalk.
   The sidewalk is wide.

4. That is against the law.
   That is a very old law.
   My brother goes to law school.
   Where is the law school?

1. Mother has (one, two, three, four, five, six, seven, eight) pairs of (black, brown, white) shoes.
2. Father has (one, two, three, four, five, six, seven, eight) (blue, yellow, purple) (books, cars).

Lesson Plan 4

1. The book cost three dollars.
   The book is long.
   Whose book is that?
   I always use a cookbook.

2. That was a good game.
   That's a good idea.
   Was it a good movie?
   I said Goodbye to my family.

3. My foot hurts.
   The table is a foot wide.
   I like football.
   Did you play football last year?

4. There are no flowers on the bush.
   What kind of bush is that?
   There is a rose on the bush.
   We planted some rosebushes.

5. Put some wood on the fire.
   Will you cut some wood?
   The woodwork is white in our house.
   How much wood have we?

airplane
cat
bird
knife
baby
spoon
house

birthday
playground
headlight
stairway
wigwam
airplane
cowboy

ADDRESSES: What is your address? What is 's address?

_____ _____

_____ _____

_____

_____

Lesson Plan 5

Listen for these words:

throw	comb
ride	bathe
eat	wash
read	smell
light	write
sit	wear

1. I throw the ball.
2. I ride in an airplane.
3. I eat the apple.
4. I read the book.
5. I light the lamp.
6. I sit on the chair.
7. I comb my hair.
8. I bathe in the bathtub.
9. I wash with soap.
10. I smell the flower.
11. I write with the pencil.
12. I wear the raincoat.

Lesson Plan 6

NUMBERS

one	four	seven
two	five	eight
three	six	nine

1. I have one ball.
2. I have two lamps.
3. I have four airplanes.
4. I have three books.
5. I have two apples.
6. I have three raincoats.
7. I have four shoes.
8. I have one bathtub.

1. I see five lamps.
2. I see six flowers.
3. I see eight tables.
4. I see nine apples.

Lesson Plan 7

OPPOSITES

boy—girl
up—down
no—yes
hot—cold
laughed—cried
hello—good-bye

mother—father
boy—girl
new—old
slow—fast
right—wrong

1. The boy went up the stairs.
   The girl went down the stairs.

2. No, thank you.
   Yes, thank you.

3. The day was hot.
   The night was cold.

4. The boy laughed.
   The girl cried.

5. The boy said, "Hello".
   The girl said, "Good-bye".

6. Mother's watch is new.
   Father's watch is old.

7. Mother's watch is slow.
   Mother's watch is fast.

8. Mother's watch is right.
   Father's watch is wrong.

Good morning.
All right.
What did you say?
Good-night.
What is your name?

Thank you.
Yes.
Goodbye.
I am sorry.
What time is it?

How are you?
No.
Hello.
Excuse me.
Where do you live?

Lesson Plan 8

QUESTIONS

Where?
Who?
Which?
How much?
How many?
Why?
What?
When?
Whose?

Where is mother?
Where is the boat?
Where is the car?
Where are the balls?
Where are the flowers?

Which is right?
Which is wrong?
Which is new?
Which is old?

How many lamps have you?
How many cars have you?
How many telephones have you?
How many shoes have you?
How many tables have you?

What is your name?
What did you say?
What time is it?
What shall we do?

Who is at the door?
Who is on the telephone?
Who is in the car?
Who is in the airplane?
Who is on the radio?

How much is 1 and 4?
How much is 4 and 5?
How much is 7 and 2?
How much is 6 and 9?
How much is 1 and 8?

Why did you say, "Yes"?
Why did you say, "No"?
Why did you say, "Hello"?
Why did you say, "Goodbye"?
Why did you laugh?
Why did you cry?

When will you come?
When did you go?
When are you going away?

Whose car is that?
Whose radio do I hear?
Whose name was called?

Lesson Plan 9

II. Phrases: (To be spoken rapidly)

1. As far as I can tell.
2. Find your own.
3. Get it off of here.
4. Give it to them.
5. Give me a little time.
6. Go on outside.
7. He must have gone.
8. He's one of the best.
9. I don't know.
10. I don't want to stay.
11. I had to do it.
12. I'm going away next week.
13. It's been so long.
14. It's half-past six.
15. It's not so hot today.
16. I wish I could.
17. Let me see.
18. Let's go over.
19. Not if I'd have had it.
20. Now more than ever.
21. One of them played.
22. See if you can make it.
23. Seven come eleven.
24. That's a lot of cars.
25. That's the way it goes.
26. They can go anywhere.
27. They could have believed him.
28. They're going to have to.
29. This one and that one.
30. We asked them to stop.
31. We'll take care of you.
32. You ought to ask.
33. Aren't you coming?
34. Do you believe them?
35. How about you?
36. How are you?
37. See anybody coming?
38. Want to buy it?
39. What are you doing?
40. What did he say?
41. What did I tell you?
42. What did you mean?
43. What do you know?
44. When did he do that?
45. Where have you been?
46. Whom did you see?
47. Why didn't you go?
48. Why did you go?

Lesson Plan 10

WHAT WE SAY EVERY DAY

1. Ah!
2. Hi!
3. Sh!
4. Ow!
5. I
6. Oh!
7. You
8. No.
9. Yes.
10. How?
11. Where?
12. Who?
13. Which?
14. Why?
15. What?
16. When?
17. Whose?

Oh no!
O. K.
Stop that!
Goodbye.
Come here.
Watch me.
I know.
That's wrong.
That's right.
Hello!
Thank you.
What page?
Oh Yes.
It's fun.
Again!
Good Night.
How much?

No, thank you.
That's too bad.
I'm sorry.
Let me see.
I don't care.
You're welcome.
I don't know.
Hurry up!
Please help me.
Excuse me.
I like that.
It's a shame.
How are you?
I forgot.
Pardon me.
Yes, I do.
I'm hungry.
Good Morning.
How many?

What is your name?
I don't like that.
May I help you?
How old are you?
Don't bother me.
What month is this?
What did you say?
Where do you live?

Lesson Plan 11

WHAT PEOPLE SAY

WHAT PEOPLE SAY

I

WHEN YOU MEET THEM UNEXPECTEDLY

1. How do you do,
2. I haven't seen you for a long time.
3. I haven't seen you for ages.
4. What have you been doing?
5. How's your family? I hope they're all well.
6. I saw your downtown this morning.
7. (He) (She) was looking very well.
8. I've been away for the last two weeks.
9. I just got back this morning.
10. Why don't you come to see us?
11. Bring your with you.
12. We're home almost every evening.
13. Give my regards to your
14. Tell your I was asking for (him) (her).
15. I must run along now. Goodbye.
16. So glad I met you. Good night.

WHAT PEOPLE SAY

II

ABOUT THE WEATHER

1. Hasn't the weather been lovely today?
2. Have you ever seen such weather?
3. Is it (cold) (warm) enough for you?
4. I think we'll have rain before the day is over.
5. There was frost last night.
6. We had only one day of rain while we were away.
7. Do you think we'll have a White Christmas?
8. The weather has been very changeable.
9. It was snowing a little while ago.
10. Thank goodness! The sun has come out.
11. Do you think we'll need our umbrellas?
12. It's not cold enough to wear a fur coat today.
13. It's so warm I'm not going to wear my coat.
14. We drove all the way home in the pouring rain.
15. It's not the heat. It's the humidity.

WHAT PEOPLE SAY

III

TIME

1. What time does the show begin?
2. What time have you?
3. It's just three o'clock. It's almost five.
4. This watch keeps very good time.
5. What time shall I meet you?
6. I left home before 8:30 this morning.
7. We got home at 4 A. M. on New Year's morning.
8. The train is due at 1:25 P.M.
9. It took us three hours and a half to drive home.
10. Will you have dinner with us on Tuesday evening at 7?
11. Will you meet me for lunch on Saturday at 1:30?
12. Will you come to my house for tea at 4:30 on Thursday?
13. We'll expect you at 8 o'clock on Wednesday evening.
14. I have an appointment at 2:15 this afternoon.
15. Your next lesson is at 11:30 Monday morning.

Language

Lesson Plan 12

NOUNS

I. Materials

Noun cards for the following words

Boy–girl–man–woman–dog–cat–baby–car–bus–truck–pants (trouser)–mother–father–brother–sister–grandfather–grandmother–aunt–uncle–street–sidewalk, etc.

An unlimited number of cards can be made up to cover any situation you want to dwell on for the lesson.

Example–pictures of the home and yard–furniture–the different stores we go to–with the boys, possibly different kinds of cars, airplanes, etc.

II. Procedure–Comprehension

Go through the cards according to their category–furniture–store–fruit, etc. telling what each one is, discussing them–answering questions, etc. With older children who can read, print the names for each item on the back of the card.

Go through each category until you feel the child knows them quite well. Eventually, discuss each card more thoroughly, where do we find it, what is it used for, what is it made of, color, etc.

Mix up the cards and have child place them in their categories, both verbally and physically.

A. Lip reading: You can follow the same procedure outlined above. Compare those objects that look alike as you say, eventually include them in short phrases, sentences, etc.

B. Reading: For those children who can read simply turn over each card as they identify them correctly, letting them see the printed word, then the picture.

C. Speech Production: Constant reproduction by you, and then the child will teach the correct production for many words.

Until he approaches the seven year level, however, there should be no concentrated effort in speech correction and then this should be done or at least supervised by a speech therapist or teacher of the deaf and hard of hearing.

D. Auditory Discrimination: Have the child pick out a card you call for, making sure he can't read your lips as you say the word.

Gradually work into more difficult situations. Ask for objects by describing what they do, where they are, what they are made of, color, etc. Many variations of your own can make your lessons interesting to the child. Develop games between you and the child or a group.

When in group situations, make sure you keep in mind those children who have discrimination problems or who have less hearing. Make sure they do not become discouraged. Start off with easier tasks for them and see that they compete successfully even though to you it is at an easier level.

Lesson Plan 13

ADJECTIVES

I. Materials

A. Adjective cards for the following words.

sad	good	funny	afraid	naughty
tall	sick	lazy	bashful	thirsty
fat	cold	fast	pretty	silly
big	tired	sorry	polite	well
hot	dirty	rough	happy	warm
thin	short	fine		

B. Noun cards for the following words.

boy	girl	man	woman
dog	baby	cat	

(Names of other animals and articles should be added according to the pictures which are used.)

C. Prounoun cards for the following words.

I he she

D. Verb cards.

is am

E. Pictures representing the adjectives listed above.

II. PROCEDURE

A. Comprehension

1. Show the children one set of adjectives pointing out the common element (adjective) found in each picture in a particular group.
2. Transfer the understanding from the picture to real persons or objects.
3. If the children do not understand the work with one adjective group, present a different one. As soon as the children understand the meaning of a particular adjective, then add a new one.

B. Lipreading

1. While the children are learning to put like adjectives together, that is, group the pictures, give the adjective to him in lipreading. Only the single adjective word is presented in the beginning.
2. As one adjective is mastered a new one is added until all of the adjectives can be lipread perfectly.
3. After the child can correctly identify the adjectives from the pictures, give him a simple sentence for each picture. Example: "The boy is tall."
4. Check to see if the children are sure of the noun words: "Man, boy, girl, woman, baby, dog," etc. If they are not they should be taught before they are combined with the adjectives since the lipreading of the simple sentences requires that the children be able to identify both the noun and the adjective correctly in order to make the correct selection of pictures.

C. Reading

1. Present the reading of the single adjective word.
2. Have the child match the word to the correct picture. There should be many cards for each adjective as there will be many pictures for each adjective, too.
3. Simple sentences are then presented and matched to the correct pictures.

D. Speech Production

1. After the children have learned to lipread and read the adjectives, they should be taught to say them. The individual word is taught in isolation first.
2. The children are then taught to say a simple sentence while looking at one of the pictures. Example: "The boy is cold".
3. Transfer is then made to the children themselves and they are taught to respond to simple questions. Example: "Are you tired?" "Yes, I am tired." "Are you sick?" "No, I am not sick."

E. Auditory Discrimination

1. For the children with the least amount of hearing this type of work is usually impossible.
2. Limited and specific auditory discrimination is possible for those children with more hearing. Example: Two simple sentences using different adjectives are presented. "The boy is sad," and "The baby is naughty." The sentences are then said and the accented words (underlined) are pointed out to the children. If possible the words should have a different number of syllables. As soon as the children have learned to distinguish between these two sentences, add a third, etc. Always keep the group small enough so that the child can make the correct selection. A group of four sentences is usually the maximum number for this group.
3. More extensive and specific auditory discrimination should be possible for the children with the most hearing. This means that all of the work should be presented as in Step 2, but much larger groupings are possible and usually all of the sentences can eventually be presented and discriminated in one large group.

Lesson Plan 14

VERBS

I. MATERIALS

A. A variety of large pictures depicting each verb in as many different phases as possible.

B. Small pictures of all of the objects that are used in this work. Pictures from little Golden Dictionary Books are excellent for this type of work.

C. Word cards for all of the verbs and nouns. Word cards for the following pronouns: I, you, he, she, we and they. Word cards for these possessive adjectives: his, her, my and your. Word cards for the words: The, a, and some.

II. PROCEDURE

A. Comprehension

1. Show the children one set of verb pictures while at the same time you point out the common element (verb) found in each picture in the group. Contrast a second verb and then mix up the cards to see if the child can group them correctly in two groups.

2. Transfer the understanding to actions performed by the children in response to a command.

B. Lipreading

1. While the children are learning to group the verbs, the lipreading is presented. The pictures are then ungrouped and the teacher asks for a verb and the child gives her any one from the group that depict the verb that was requested. Example: The teacher asks for the verb, "carried". Any one of the following pictures might be handed to the teacher. The boy carried a book. The girl carried her dog. The man carried the pig. New verbs are added as soon as the child can identify the one previously taught. Then the verb is presented in the whole sentence.

2. In transferring to actions performed in response to a given command, the child must learn to lipread the noun as well as the verb. If he does not know all of the objects in lipreading, these should be taught in lipreading in isolation before they are combined with the noun and the object.

3. In giving commands in the beginning work use only one verb with several known objects. This will give the children much drill in lipreading the verb. It is wise to start with a verb that has a wide application of uses.

4. The small pictures are used while the commands are given and executed. Example: The following pictures are placed on a table: A ball, a book, a coat, and some popcorn. The teacher says, "Carry the book." The child picks up the book and carries it. If the teacher prefers, she may use the real objects.

5. As the child learns to perform the commands with one verb, he is then presented a new one, first in an isolated form and then combined with the ones previously taught.

C. Reading

1. Present the reading of the single verb. Have the child match the word to the correct pictures.

2. Present the simple sentences to match the large pictures that were used for grouping. In this case the child can point out only one picture for each sentence.

3. In doing the work with the commands, the child is taught to build his own sentences using small word cards. Example: "I carried a book." A second child may change the sentence to read: "He carried a book."

D. Speech Production

1. After the child has learned to lipread and read the verbs, he should be taught to say them. The individual verb is taught in isolation in the initial presentation.

2. The child is then taught to say the simple sentences that match the large pictures. It is supposed that the speech is known for all of the objects used so the only speech problem should be the verb.

3. After a command is performed, the child is asked: "What did you do?" His to answer, "I ate some popcorn." A third party may be questioned about the second party and he then answers by changing the pronoun to, "He", "She", or "They".

E. Auditory Discrimination

1. The children with the least amount of hearing may be able to distinguish two unlike verbs in a sentence.
2. The children with more hearing may be able to identify three or four sentences correctly. A sentence is easier to identify than a word because of its length.
3. The children with the most hearing should be able to identify all of the single verbs as well as the sentences. They should be able to perform the commands without looking. However, if they cannot do this with all of the verbs in the same group, then the group should be broken down to such a number that they can correctly execute. It is better to have a smaller group and not have the children guess than to have a larger group and have therm performing incorrect actions. In the beginning be sure to choose both single verbs and sentences which are dissimilar in length.

   The following verbs and objects are samples of the type of vocabulary which might be used at this level. Between twenty-five and thirty verbs should be presented at this level.

ate	carried	found	opened–shut
cookie	book	money	door
bun	ball	pencil	window
hot dog	doll	eraser	book
popcorn	chair	glove	box
meat	coat	book	mouth
soup		doll	eyes
bacon		hat	
ice cream			

pushed	cut	washed
wagon	meat	face
buggy	paper	hands
chair	grass	arms
	cake	neck
	bread	ears
	pie	hair
		socks
		car
		floor

Lesson Plan 15

—u—

cup	hug	sun	jump
cut	rug	sunny	lump
but	bug	fun	hum
hut	dug	funny	son
huff	dust	run	done
puff	duck	rub	does

1. It is fun to run and run.
2. The bug is on the rug.
3. The hen said, "Cluck! Cluck! Cluck!"
4. You must not touch the little duck.
5. The little bunny looks so funny.
6. The big bad wolf went huff, huff, huff.
7. The little engine went puff, puff, puff.
8. Rub, rub, rub and scrub, scrub, scrub.

(son—does—blood—touch)

luck—lock
come—comb
must—most

but—bought—boat
sock—suck—soak
done—dawn—Don

one	someone
bus	bus stop
sun	sunset
cut	short cut
dust	dustpan

1. It is one o'clock.
   Which one do you want?
   I have one car.
   Did someone say something?
   Someone closed the door.

2. When will the bus arrive?
   The bus is late.
   Where is the bus stop?
   The bus stop is over there.
   I like to ride on the bus.

3. The sun is shining.
   I like to sit in the sun.
   We watched the sunset.
   The sunset was red and orange.

4. Will you cut the cake?
   I cut my finger.
   Please cut the pie.

1. How much is 1 and 4? . . . . . .
2. What number comes between 7 and 9? . . . . . .
3. What letter comes between A and C? . . . . . .
4. How far is it to New York? . . . . . .
5. How much is 2 and 5? . . . . . .
6. What number comes between 5 and 7? . . . . . .
7. What letter comes between F and H? . . . . . .
8. How far is it to Washington, D. C.? . . . . . .
9. How much is 3 and 6? . . . . . .
10. What number comes between 6 and 8? . . . . . .
11. What letter comes between X and Z? . . . . . .
12. How far is it to Chicago? . . . . . .

Read these words:

other	oven	mother	rung
ugly	upper	much	sun
umbrella	but	one	tongue
uncle	come	run	young
under	cut	done	
until	jump	gun	
upstairs	just	mud	
us	love	nut	
about	above	ago	along
another	around	asleep	away
awhile	soda	vanilla	camera
china	zebra	alphabet	banana
arithmetic	chocolate	circus	company

Lesson Plan 16

ow
o
o-e
oa
-o

hold	nose	blow	boat
cold	rose	snow	coat
sold	road	know	goat
so	hope	row	soap
go	rope	grow	oak
goes	smoke	throw	throat

1. "Oh! Oh! Oh!" said little Joe.
2. "May I roll in the snow?" said Joe.
3. "No! No! No!" said Joe's mother.
4. Your toes and nose will be cold.
5. Please hold my coat. I want to go.
6. You may go it fyou will not throw snowballs.
7. May we roll the snow for a snow man?
8. I will show you how to roll the snow.

obey	oat	only	toad
old	ocean	open	toe
oak	Ohio	hope	sew

hop—hope	got—goat
rob—robe	calm—comb
cot—coat	odd—ode

snow	snowballs
home	homemade
blow	blow—out
row	rowboat
soap	snow flakes

I. 1. The snow on the trees is beautiful. . . . . .
2. I think it is going to snow. . . . . .
3. The snow is white. . . . . .
4. The boys are throwing snowballs. . . . . .
5. These snowballs are too soft. . . . . .

II. 1. My home is in Wisconsin. . . . . .
2. Is your mother at home. . . . . .
3. Where is your home? . . . . . .
4. This homemade pie is very good. . . . . .
5. Is the cake homemade? . . . . . .

III. 1. The wind will blow our hats off. . . . . .
2. Can you blow up the balloon? . . . . . .
3. Father fixed the blow-out. . . . . .
4. The blow-out made a loud noise. . . . . .
5. Our tire had a blow-out. . . . . .

IV. 1. Can you row a boat? . . . . . .
2. The boat is easy to row. . . . . .
3. I have a rowboat. . . . . .
4. The rowboat is mine. . . . . .
5. Do you have a rowboat? . . . . . .

V. 1. The soap smells good. . . . . .
2. I like Ivory soap. . . . . .
3. Soap flakes are white. . . . . .
4. Please buy some soap flakes. . . . . .
5. The soap is yellow. . . . . .

VI. 1. The snow is (white, cold).
2. I have (three, four, five, two, one) snowballs.
3. I have a homemade (table, chair).
4. Open the door. Close the door.
5. The rowboat is (white, yellow, brown, blue, black).

Lesson Plan 17

i				
i-e	mice	ride	right	by
igh	nice	hide	might	my
-y	rice	side	light	why
	kite	nine	night	cry
	white	find	sight	pie
	while	five	tight	tie

1. Billy has some white mice. . . . . .
2. He had nine, but five got away. . . . . .
3. It happened one night. . . . . .
4. Billy and Bob were fighting. . . . . .
5. While they were fighting, they upset the cage. . . . . .
6. The mice ran outside. . . . . .
7. They tried and tried to catch the mice. . . . . .
8. They could not find five of the mice. . . . . .

Words:	ice	Ida	Irish	iron	ivy	ivory	island
	icicle	like	pine	kite	type	mile	
Syllables:	ike	ine	ite	ide	ile	ime	ipe

hide–head
kite–cat
sky–skirt

bite–boat–beet
ride–raid–road
life–leaf–laugh

fire	fireplace
high	highway
sign	signboard
night	midnight
side	outside

I. 1. Please light the fire.
2. Don't get near the fire.
3. Where is the fire?
4. They have a large fireplace.
5. The fireplace is made of stone.

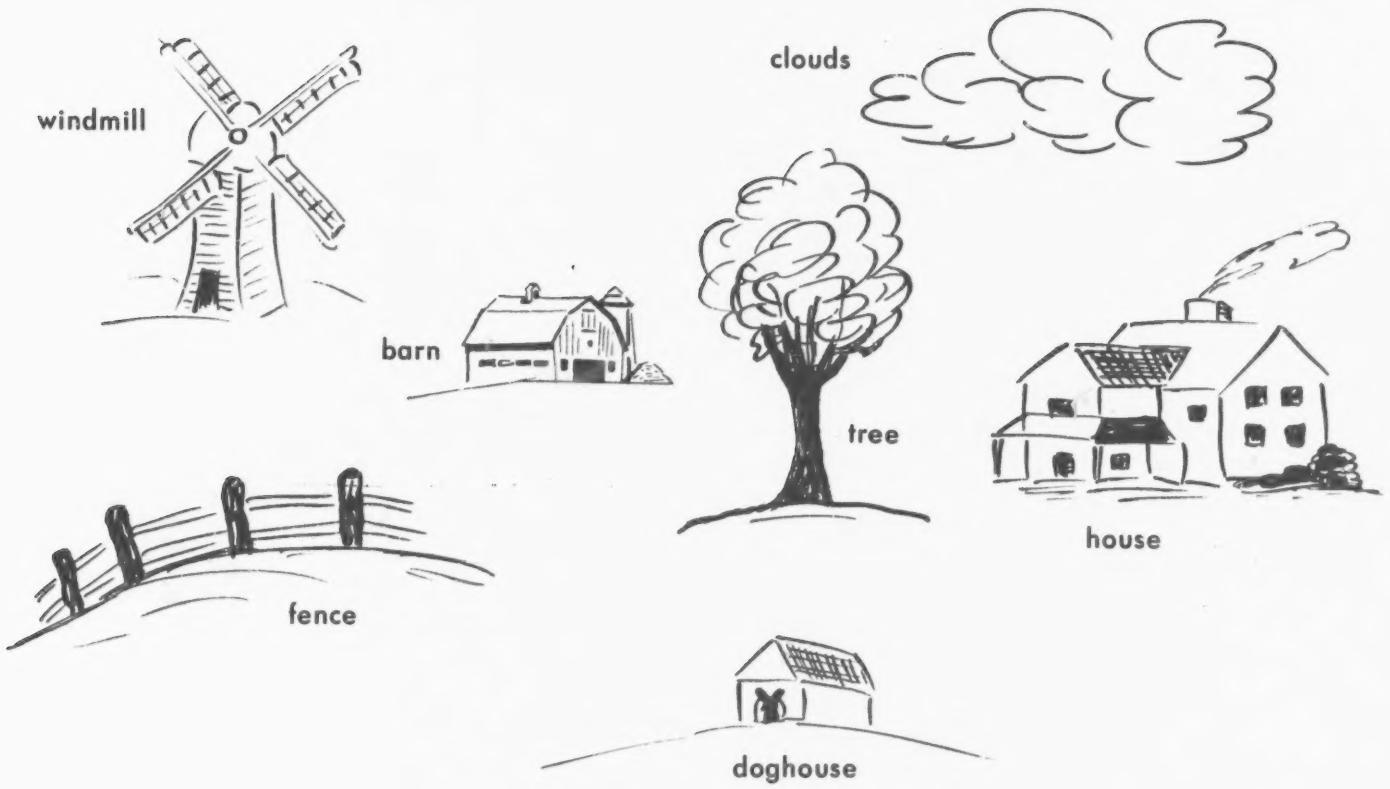
II. 1. How high is the mountain?
2. The price of the house is too high.
3. The mountain is very high.
4. The highway is narrow.
5. What is the highway number?

III. 1. Did you see the sign?
2. The sign said, "Stop."
3. The signboard was very large.
4. The sign was small.
5. The highway has many signboards.

IV. 1. It turned cold in the night.
2. I saw you last night.
3. We got home at midnight.
4. We saw the midnight show.
5. The night was dark.

V. 1. The house has a side porch.
2. Drive on the right side.
3. The car is outside.
4. Put the dog outside.
5. It is cold outside.

A FARMYARD



1. The airplane is flying above the clouds.
2. The chidken is flying over the fence.
3. A swarm of bees is flying over the doghouse.
4. A robin is flying over the house.
5. Leaves are flying over the barn.
6. A kite is flying over the tree.
7. Superman is flying over the windmill.
8. A butterfly is flying around the house.

I think mice
Are rather nice.

Their tails are long,
Their faces small,

They haven't any
Chins at all.

Their ears are pink,
Their teeth are white,

They run about
The house at night.

They nibble things
They shouldn't touch

And no one seems
To like them much.

But I think mice
Are nice.

Lesson Plan 18

ou
ow

bout—bite
pout—pet
howl—hill

mouse—mice—moose
town—ten—turn
hound—hand—hind

pound	poundcake	house	found	ow	down
south	southeast	mouse	sound	cow	town
cow	cowboy	mouth	ground	now	clown
down	downtown	south	loud	plow	brown
out	blowout	out	cloud	how	drown

1. Please buy a pound of coffee.
   How much was the pound of butter?
   Will you make a poundcake?
   The poundcake is for dessert.

2. I was born in the South.
   Have you ever been to South America?
   The church is on the southeast corner.
   The wind is blowing from the southeast.

3. The farmer has a Jersey cow.
   The cow is in the barn.
   The cowboy wore a large hat.
   The cowboy lives on the ranch.

4. Mother fell down the steps.
   This elevator goes down.
   I have moved downtown.
   Do you shop downtown?

5. I am going out of town.
   Shall we go out for dinner?
   The blowout damaged the tire.
   The blowout made a loud noise.

6. Bob Brown saw a clown in town.
   The crowd stood near the clown.
   The brownie ran around the clown.
   The crowd shouted and shouted.
   The clown wore a funny crown.

1. We went to the beach for a swim.
   We went to the pool for a swim.

2. I went downtown yesterday to buy a hat.
   I am going downtown tomorrow morning to buy a hat.

3. She wrote to her father today.
   She saw her father today.

4. It is half past three by my watch.
   It is three thirty by my watch.

5. He said he would call tonight if he could.
   He said he would call tomorrow night if he could.

airplane
cat
bird
knife
baby
spoon
house

birthday
airplane
cowboy
armchair
sidewalk
eyebrow
baseball

NAMES: Mr. . . . . Mrs. . . . . Miss . . . . . .

. . . . . .

Lesson Plan 19

-a-
a

hat–hurt
rat–rate

bag–big–bug
bat–boat–bought

match	matchbox
man	milkman
flag	flagpole
black	blackboard
apple	applesauce

1. Do you have a match?
   Put the match in the ashtray.
   The matchbox is on the table.
2. That man is very tall.
   What is the name of that man?
   Who is that man?
   The milkman is late today.
3. The flag was raised at sunrise.
   The soldiers carried the flag.
   The flag is red, white and blue.
   The flagpole is on top of the building.
   The flagpole is high.
4. My new shoes are black.
   Your black hat is pretty.
   Write your name on the blackboard.
   The blackboard is too small.
5. The apple is not ripe.
   Please buy some apples.
   We had applesauce for lunch.

Ah! Oh No! No, thank you.
What is your name? Hi! O. K.
That's too bad. I don't like that.

hat	an	add	and
cat	can	bad	hand
sat	man	dad	sand
rat	ran	had	land
fat	rang	has	lamp
that	sang	have	stamp

(Underline the words using short a.)

1. Dan has a story called "The Two Black Cats."
2. Dan may stand and read the story of the black cats.
3. The two black cats had two little kittens.
4. The kittens were named Blacky and Tacky.
5. Blacky was fat with shiny black fur.
6. Tacky was thin with black and yellow fur.
7. Tacky always takes a nap in my lap.

Sh! Stop that! I'm sorry. May I help you?

bed	blackboard
pig	railroad
chicken	churchbell
chair	playground
shoe	mousetrap
boat	shotgun

Lesson Plan 20

-e-
e

men	met	egg	head
hen	get	leg	bread
pen	pet	bed	said
ten	let	fed	says
tent	best	fell	any
sent	nest	tell	many

(Underline the words using short e.)

1. Ben has a little red hen.
2. Ben's uncle sent him the hen for a pet.
3. Ben keeps the hen in a pen.
4. He made the hen a nest.
5. The little red hen laid an egg.
6. Ben said, "I will get the egg."
7. "Let me get it," said Ted.
8. Ted is Ben's brother.

mother	father	sister	brother
grandmother	grandfather	uncle	aunt

Ow!	Goodbye.	Let me see.	How old are you?
I	Come here.	I don't care.	Don't bother me.

head-hid
leg-log
ten-turn

set-sat-seat
well-wool-wall
men-moan-man

head	headache
bread	cornbread
friend	friendship
bell	doorbell
guest	guest room

1. Go to the head of the line.
   Put your hat on your head.
   He has a big head.
   Mother has a headache.

2. Will you buy some bread?
   This bread is not fresh.
   Can you make good cornbread?
   I like whole wheat bread.

3. What is your friend's name?
   My friend will be here soon.
   I value your friendship.
   Their friendship has lasted many years.

4. Did you hear the bell?
   The bell is loud.
   Please ring the door bell.
   The doorbell is out of order.

fish	headlight
horse	stairway
ball	wigwam
coat	coughdrop
car	doorstep
squirrel	cupcake

Lesson Plan 21

Oh!	Watch me.	You're welcome.	What month is this?
You	I know.	I don't know.	What did you say?
(Review:)			
Ah!	Oh No.	No, thank you.	What is your name?
Hi!	O. K.	That's too bad.	I don't like that.

2
oo

book	good	could	put
cook	stood	should	push
cooky	wood	would	bush
took	hood	wool	bushel
look	brook	full	butcher
looked	shook	pull	sugar

(Underline words using short oo.)

1. I have a book about Red Riding Hood.
2. Little Red Riding Hood lived near the woods.
3. The bushes in the woods were full of berries.
4. She picked a basket full for her grandmother.
5. There was a brook in the woods.
6. Near the brook stood a very large wolf.
7. Red Riding Hood took one look at the wolf.

foot - fought	look - lock - luck
put - pot	pull - pole - Paul
stood - stayed	book - boat - but

E. Lip Reading

Lip reading is also necessary and again creating interest for the child will do much to improve his abilities. Note bibliography for books and material which can be used with older children. These sample lessons can also be employed in your speech correction, as well as auditory training.

You must be very careful that you do not exaggerate movements of the lips and mouth as you talk to these children. If you will spend some time watching yourself in a mirror as you talk without voice it will help you do away with these unwanted movements which creep in once the sound of the voice is gone. You must remember, too, that your children should be seated in front of you so that they all can see your face equally well. It may be necessary, particularly in testing situations to repeat what you are saying to each half of the group so that no one child has more advantage of seeing than another.

Speech reading must be made appealing for elementary age school children with hearing handicaps. They should be told that they are going to learn to hear with their eyes, that certain "G-Men" who work for the FBI also learn this skill so that they can follow and understand a conversation through a window or across a room without actually having to hear it. The child should be made to feel that this is something especially for him and that this skill will help him to better understand what people are saying.

The following are ten sample lessons for children of elementary school age level. They are not in themselves sufficient to give a child all the lip reading instruction he may need, but they will serve as a pattern after which the parent or teacher may plan other lessons. Each lesson will present to the child a group of speech sounds, beginning with "visible" speech sounds and progressing to some which are not so easily seen on the lips. Each lesson consists of (1) a list of vocabulary words, (2) a series of practice sentences, and (3) a practice exercise or story. The vocabulary may be written on the blackboard or on a sheet of paper which is given to the child. Say the words in a soft whisper with the child in the order in which they are listed. The child repeating the word aloud. Do not expect the child to speech read a vocabulary word until he first reads it on the printed or written list. Next, the words are presented to the child in a setting of other words. Still speaking in a soft whisper, which the child cannot hear, give the practice sentences. The child may repeat the sentence aloud or nod his head if he understands. When the sentences have been mastered they may be used for drill, given rapidly and in different order. Sometimes it may take more than one period to teach a single lesson. This should depend on the speed and ease with which the child learns.

After the first few lessons, it is well to base some of the child's speech reading practice on arithmetic, stories, science, language, spelling or some other subject matter which is a part of his work in the regular classroom. A knowledge of these things in speech reading will help him to "hold his own" with other children in his class.

The method for presenting the first lesson is given in detail. This method may be changed to adapt the lesson to the ability and interest of the child.

Lesson Plan 22

"THE SOUNDS P, B, M LOOK ALIKE ON THE LIPS. WATCH MY LIPS COME TOGETHER AS I MAKE THE SOUNDS. (Demonstrate.) SAY THESE WORDS WITH ME:

P	B	M
pie	bee	may
play	baby	farm
sheep	boy	mother
paper	bath	home
soap	rubber	me

For the first few lessons the child will probably need every possible clue in order to understand the practice sentences. Clues given out loud should precede each sentence as follows:

"NOW I AM GOING TO USE THESE WORDS IN SENTENCES. THE FIRST WORD IS 'PIE.' I AM GOING TO ASK YOU IF YOU LIKE A CERTAIN KIND OF PIE." Now say in speech reading: "DO YOU LIKE APPLE PIE?" Then say aloud: "WHAT KIND OF PIE DID I ASK YOU ABOUT?" "WHAT IS THE NEXT WORD? (Play) I AM GOING TO ASK YOU IF YOU LIKE TO PLAY A CERTAIN KIND OF GAME." In speech reading: "DO YOU LIKE TO PLAY FOOTBALL?" Aloud: "WHAT DID I ASK YOU? GOOD! THE NEXT WORD IS 'SHEEP.' I'M GOING TO TELL YOU SOMETHING ABOUT A BABY SHEEP." In speech reading: "A LAMB IS A BABY SHEEP." Aloud: "WHAT DID I SAY ABOUT A BABY SHEEP?"

"THE NEXT WORD IS 'PAPER.' I'M GOING TO TELL YOU WHERE THE PAPER IS." In speech reading: "THE PAPER IS ON THE FLOOR." Aloud: "WHERE DID I SAY IT WAS?"

This same method may be used for the remainder of the practice sentences:

Have you some SOAP?
The BEE flew away.
The BABY is home with mother.
The baby is a BOY.
Did you have a BATH?
Have you a RUBBER ball?

MAY I have the ball?
I live on a FARM.
Have you seen my MOTHER?
Where is your HOME?
Give ME the ball.

"NOW I AM GOING TO GIVE THESE SENTENCES IN A MIXED UP ORDER. WATCH CAREFULLY SO THAT YOU CAN TELL WHICH ONE I AM SAYING."

Lesson Plan 23

For W and WH the lips move to a rounded position with a small opening:

W	WH
wash	what
wait	when
wish	why
way	where
watch	which
warm	white

1. Did you WASH your hands?
2. WAIT for me at school.
3. I WISH school was over.
4. Which WAY do you live?
5. Do you have a WATCH?
6. Are you WARM enough?
7. WHAT is your name?
8. WHEN is your birthday?
9. WHY were you late for school?
10. WHERE do you live?
11. WHICH way is your house?
12. I live in a WHITE house.

ANSWER "YES" OR "NO"

(A lip reading practice game in which the child answers you by saying "yes" or "no".)

1. Snow falls in the summer time.
2. The Pacific Ocean is very large.
3. Some birds fly south in the fall.
4. Washington's birthday comes in November.
5. The sun shines in the day time.
6. There is no school on Friday.
7. Most children like ice cream.
8. The Fourth of July comes in March.
9. A lamb is a baby cow.
10. Christmas comes in February.
11. A fish can swim in water.
12. A bird can fly in water.
13. A boy can swim in water.
14. A dog says "bow-wow."
15. You have supper in the evening.

Lesson Plan 24

F, V, TH

For V and F the upper teeth are in contact with the lower lip. For TH the tip of the tongue is between the front teeth or just behind the upper front teeth and lips are apart.

F	V	TH
farm	very	birthday
telephone	five	father
face	move	thank
beef	movie	three
roof	save	brother
fast	have	think
father	varnish	both

1. Have you ever lived on a FARM?
2. Do you have a TELEPHONE?
3. I have seen your FACE before.
4. Do you like roast BEEF?
5. The ROOF of our house is blue.
6. How FAST can you run?
7. Is your FATHER home today?
8. This room is VERY warm.
9. Three and two are FIVE.
10. When are you going to MOVE?
11. Did you see the MOVIE?
12. SAVE an apple for me.
13. Do you HAVE five dollars?
14. Father will VARNISH the floor.
15. When is your BIRTHDAY?
16. Where does your FATHER work?
17. THANK you very much.
18. The baby is THREE months old.
19. Where is your BROTHER?
20. I THINK I will go with you.
21. BOTH of my brothers are home.

HOW TIRED ARE YOU?

How would you like to sleep for four or five months? Some animals go to sleep in the fall and do not wake up till spring. They sleep all winter without anything to eat or drink. Could you do that? In the fall, just before they go to sleep they eat and eat and eat until they are very fat. This fat keeps them alive during the winter. Can you name some animals that sleep all winter? (Woodchuck, skunk, bear.) The animal must find a good home before he goes to sleep. He may dig a hole in the ground, he may find a hollow tree, or he may sleep in a cave. His fur keeps him warm. Do you think you would like to sleep all winter?

Lesson Plan 25

SH, ZH, CH, J

These sounds look very much alike. The lips move forward with somewhat of a square opening.

SH	ZH	CH	J
she	measure	chair	page
show	pleasure	church	join
shoes		picture	just
fish		each	college
wish		children	bridge

1. SHE is my mother.
2. SHOW me where you live.
3. My SHOES are too small.
4. Did you ever catch a FISH?
5. I WISH I could go home.
6. MEASURE the size of the room.
7. The PLEASURE is all mine.
8. That is a comfortable CHAIR.
9. Do you go to CHURCH?
10. Have you a PICTURE of yourself?
11. Father gave EACH of the boys a bicycle.
12. There are three CHILDREN in my family.
13. Open the book to PAGE 5.
14. Why did you JOIN the club?
15. JUST what is the matter?
16. My brother goes to COLLEGE.
17. There is a BRIDGE across the river.

MAGIC ARITHMETIC

In this exercise, give the simple arithmetic combinations in lip reading. The child responds by giving the correct answer.

1. How much are three and two?
2. How much are seven and three?
3. How much is three times three?
4. What number comes after 27?
5. What number comes before 55?
6. How much is five times one?
7. What number comes before 33?
8. How much is three times two?
9. How much are five and three?
10. What number comes after 53?
11. How much are three and one?
12. What number comes before 37?

Care must be taken to avoid giving the children arithmetic which is above their grade level.

Lesson Plan 26

T, D, N

For these sounds the tip of the tongue comes in contact with the bony ridge behind the upper teeth.

T	D	N
tame	day	name
time	down	number
table	door	snow
little	yesterday	can
light	hold	open
eat	head	woman

1. That dog is not very TAME.
2. What TIME do you go home?
3. Put your books on the TABLE.
4. How old is your LITTLE brother?
5. Please turn off the LIGHT.
6. What time did you EAT supper?
7. What DAY is this?
8. I'll see you DOWN town this afternoon.
9. Please open the DOOR for me.
10. YESTERDAY was my mother's birthday.
11. Please HOLD the door open.
12. Ouch! I bumped my HEAD!
13. What is your brother's NAME?
14. What NUMBER comes after 33?
15. Do you like to play in the SNOW?
16. Will you buy me a CAN of vegetable soup?
17. Will you please OPEN the window for me?
18. That WOMAN is my mother.

"HERE IS A STORY ABOUT 'POOR ARTHUR'. IF YOU GET LOST AS I TELL IT RAISE YOUR HAND AND I WILL HELP YOU."

Mother told Arthur she would give him fifty cents if he would shovel the snow off the sidewalks. Arthur was lazy and did not want to shovel the snow. His mother asked him three times to shovel the snow for her. The third time Arthur said, "Maybe I will shovel it after while." Then he went over to Bill's house. Arthur told Bill he would give him twenty-five cents if he would shovel the walks at Arthur's house. Bill said he would shovel the snow for twenty-five cents. When Bill went home with Arthur the snow had been shoveled away. Arthur's mother said, "Father shoveled the snow while you were away. You took as much time at Bill's house as it took Father to shovel the snow. You lost fifty cents, too."

Lesson Plan 27

L, R

For L the tip of the tongue touches the bony ridge just behind the upper teeth. For R there is a forward movement of the lips with a drawing in at the corners.

live	ball	right	rather
light	Bill	room	sister
black	school	store	run
laugh	Sally	teacher	river

1. Which house do you LIVE in?
2. Please turn off the LIGHT for me.
3. Do you know the song"OLD BLACK JOE"?
4. Don't LAUGH at me!
5. Throw the Ball to me.
6. I saw BILL this morning.
7. What is the name of your SCHOOL?
8. SALLY lives across the street.
9. Show me your RIGHT hand.
10. How many children are in your ROOM?
11. Will you go to the STORE for me?
12. Who is your lip reading TEACHER?
13. Would you RATHER have strawberry or chocolate ice cream?
14. Have you seen my SISTER?
15. How fast can you RUN?
16. Which is the longest RIVER in the world?

"HERE IS A STORY ABOUT 'TABLE MANNERS'. STOP ME IF YOU GET LOST AND I WILL HELP YOU."
It is suggested that you make small signs to go with the story to aid in the children's comprehension and enjoyment.

When i was a boy (or girl) my mother tried many ways to teach my brothers and me some table manners. One evening at supper I reached for the bread. Mother smiled, reached under the table and brought out a small sign which said, "Please pass the bread." (Show sign.) Before supper was over she brought out another sign which said, "Please keep your elbows off the table." (Show sign.)

We saw the signs every day for about three weeks. Mother kept the signs on her chair at the table. One evening my father's boss came for supper. He was a fussy old man and we never liked to have him come. He was to sit at Mother's place at the table. When he pulled out the chair he saw a sign which said, "Do not talk while others are talking." (Show sign.) Mother had forgotten to put the signs away. We never saw the signs again but we never forgot the manners.

1. Who tried to teach some table manners?
2. What did I reach for one evening?
3. What did Mother bring out?
4. What did the sign say?
5. What other signs did Mother bring out before supper was over?
6. Where did Mother keep the signs?
7. Who came to supper one evening?
8. Did we like to have him come?
9. What did he see when he pulled out the chair?
9. Where did he sit?
10. What did he see when he pulled out the chair?
11. What had mother forgotten to do?
12. What did we never forget?

Lesson Plan 28

S, Soft C, Z

For S, soft C, and Z the teeth are together, edge to edge, and the lips are slightly parted.

S	Soft C	Z
some	city	zebra
school	cents	zoo
sound	face	Brazil
scissors	fence	razor
sixty-six	dance	lazy
busy	circus	please
grass	place	keys

1. SOME children are always late for school.
2. My house is three blocks from SCHOOL.
3. Sh! Don't make a SOUND!
4. Where did you put the SCISSORS?
5. My Grandfather will be SIXTY-SIX years old.
6. You always seem to be so BUSY.
7. Please keep off the GRASS!
8. Have you always lived in the CITY?
9. Please give me fifty CENTS.
10. Have I seen your FACE before?
11. Have you seen the hole in the FENCE?
12. We saw elephants DANCE at the circus.
13. When did you go to the CIRCUS?
14. Save me a PLACE at the table.
15. We saw a ZEBRA at the zoo.
16. How far is the ZOO from your house?
17. BRAZIL is a country in South America.
18. Do not play with father's RAZOR!
19. Why is your brother so LAZY?
20. PLEASE help me with my work.
21. I can't find the KEYS to the back door.

HOW BEAVERS LIVE

The beaver is a shy animal. He lives in a very interesting house in the water. The beaver has very sharp teeth. They are so sharp that he uses them to cut down trees for his home. His house looks like a pile of leaves and branches in the water. It is about six feet high. The door to his house is hidden under the water. This helps to protect the beaver from his enemies. Usually several beaver families have their homes close together. The beaver has a broad flat tail. If he sees an enemy coming he will slap his tail on the water to warn other beavers.

Lesson Plan 29

K, Hard C, G

These are almost "invisible sounds." The back of the tongue comes in contact with the roof of the mouth, and is quickly lowered.

K	Hard C	G
kitchen	country	game
kick	candy	go
kettle	came	wiggle
back	circus	bug
clock	across	ago
week	school	sugar
leak		pig

1. We have supper in the KITCHEN.
2. KICK the football to me.
3. Mother put the big KETTLE on the stove.
4. The garage is BACK of the house.
5. That CLOCK is five minutes fast.
6. Where will you be next WEEK?
7. Father will fix the LEAK in the roof.
8. Have you ever lived in the COUNTRY?
9. What kind of CANDY do you like best?
10. Father CAME home before supper.
11. We will see the CIRCUS next week.
12. I live ACROSS the street from school.
13. I have never been absent from SCHOOL.
14. Do you know how to play that GAME?
15. GO straight home from school.
16. Have you ever seen a rabbit Wiggle its nose?
17. Do you know one BUG from another?
18. How long AGO were you born?
19. Please fill the SUGAR bowl for me.
20. We saw a big fat PIG at the farm.

WHAT HAPPENED TO BILL

Bill went to the store for his mother. He bought some vegetables, some soap and other things. On the way home Bill fell down. He got up very slowly. Bill felt something wet on his arm. His arm was covered with something red. He began to cry. He cried all the way home. He thought he was hurt very much.

When Bill's mother saw his arm she was frightened. She took him to the bathroom to wash it off. She washed the arm carefully so she would not hurt Bill. When his arm was washed off, his mother looked and looked but she could not fine anything wrong. "Bill," said his mother, "That was not blood on your arm. It was catsup." Bill had broken the catsup bottle when he fell.

1. Where did Bill go for his mother?
2. What did he buy?
3. What happened to Bill on the way home?
4. Why did Bill think he had hurt his arm?
5. Where did Mother take Bill?
6. Was Bill really hurt?

Lesson Plan 30

H

H is a "lazy" sound. It has no distinguishing movement of its own but it takes the shape of the vowel sound which follows the H.

handle	he	him
happy	hide	hat
have	home	hope
ham	house	hold
had		heart
his		hail

1. The HANDLE of my bicycle is broken.
2. Mother is very HAPPY this morning.
3. HAVE you ever gone to Washington?
4. Will you have a HAM or chicken sandwich?
5. I HAD lunch at home this noon.
6. HIS home is down the street.
7. HE came over to my house yesterday.
8. Why did he HIDE from your mother?
9. Be sure to come HOME after school.
10. The HOUSE I live in is very old.
11. I saw HIM downtown last week.
12. Have you a new HAT?
13. I HOPE it will snow this afternoon.
14. There is a HOLE in my shoe.
15. My HEART was in my mouth!
16. Have you ever been in a HAIL storm?

DID YOU KNOW

1. That spiders are very helpful? They eat mosquitoes and flies.
2. That caterpillars sleep all winter?
3. That caterpillars outgrow their coats just like you do?
4. That grasshoppers sing with their hind legs? (Or back legs)
5. If your legs were as strong as a grasshopper's, you could jump over the school?
6. There is a queen bee in every hive?
7. Soldier bees guard the bee hive?
8. Worker bees gather honey and bring it to the hive?
9. Bees clean house just like your mother does?
10. Not all bees sting?
11. Bees are not good playthings?
12. The difference between a butterfly and a moth?
13. Most moths fly at night?
14. Some moths are very large and beautiful?

Lesson Plan 31

GLIDE SOUNDS: I, Y, OU, EW, OI, (OY)

For I the downward movement of the lips is followed by a backward movement with a narrow opening.
For OU there is a downward movement of the lips followed by a puckering of the lips with a small opening.
For EW the lips move forward to a rounded position.
For OI the lips move from a forward rounded position then back at the corners with a narrow opening.

south	wife	boy	eyes	size
mouth	use	voice	choice	shy
life	house	pipe	five	high
wipe	buy	how	few	wise

1. How far SOUTH have you been?
2. Have you some gum in your MOUTH?
3. Have you lived in the same place all your LIFE?
4. Do you WIPE the dishes at home?
5. Where is your father's WIFE?
6. May I USE your telephone?
7. How far is your HOUSE from here?
8. What did you BUY this morning?
9. How OLD is that BOY?
10. Your VOICE is too high.
11. My father smokes a PIPE.
12. HOW many children are there in your family?
13. My mother's EYES are blue.
14. You may have your CHOICE of washing the dishes after lunch or after supper.
15. I live FIVE blocks from school.
16. There were only a FEW people at the game.
17. What SIZE shoe do you wear?
18. WHY are you going downtown?
19. How HIGH can you throw a football?
20. An elephant is a very WISE animal.

THE JELLYFISH

One of the strangest animals in the world is the jellyfish. This animal lives in the ocean. It is all jelly and not really a fish. The jellyfish has no bones, it just has a body. There are about a thousand different kinds of jellyfish. Some look like umbrellas, some look like ribbons and some look like flowers. Some jellyfish are so delicate that they will melt in your hands if you pick them up. Many different kinds of sea animals use jellyfish for food.

ARTICULATION TEST: SENTENCES

i 1. Each of the people saw me.

ɪ 2. In summer Bill's work is easy.

ɛ 3. End with the letter that you think best.

æ 4. Am I the man who sat back of him?

ɑ 5. Ask only half of the boys to shovel the path.

ɑ 6. Are your hands as large as your father's?

ɒ 7. On and off during the summer he wanted to be my friend.

ɔ 8. I saw the ball go over the fence.

ʊ 9. Would you read as many books as you could?

u 10. Who will do our work when we are through?

ʌ 11. Up above us is the highest peak.

ɝ 12. They worked for her both early and late.

ɨ 13. The house was much too little for so many people.

ɐ 14. About half of the boys saw another girl with Anna.

eɪ 15. Play hard and stay all day.

oʊ 16. Oh, how I hope to go!

aɪ 17. I always like to know why.

aʊ 18. Our house is very old now.

ɔɪ 19. The point is that he is only a boy.

p 20. Please open the book and stand up.

b 21. Be above such things, Bob.

t 22. Tell the little girl what you want.

d 23. Do you see him standing there in the cold?

k 24. Keep working on the book.

g 25. Give him the book again when he gets big.

m 26. May I remain if they go home?

n 27. Not once did he run.

ŋ 28. Think of things to bring.

f 29. For a long time after that, he had a happy life.

v 30. Very often he thought over the things he wanted to have.

θ 31. Think of nothing but what pleases you both.

ð 32. That boy's father and mother are the ones he is with.

s 33. See them soon if you want the best house.

z 34. It is easy to hear what he says.

ʃ 35. Show them the dishes, if you wish.

ʒ 36. He finds pleasure in his work.

tʃ 37. Change the kitchen tablecloth before lunch.

dʒ 38. Jim ate the largest piece of fudge.

l 39. Little did they think that William would become a general.

r 40. Run from here to there.

j 41. Years went before he ate another onion.

w 42. We will go that way if you wish us to do so.

h 43. He had hoped to be here when you were.

LARSEN SOUND DISCRIMINATION LISTS

Name . . . . . Date . . . . . .

With Aid . . . . . Without Aid . . . . . .

Listening Only . . . . . Listening Only . . . . . .

Watching and Listening . . . . . Watching and Listening . . . . . .

One word of each pair will be read aloud. Please check the word you hear.

1. f & ch

fin	chin
few	chew
filed	child
calf	catch
four	chore

2. p & b

pin	bin
pie	buy
pole	bowl
cap	cab
rope	robe

3. m & l

mine	line
mast	last
moan	loan
name	nail
home	hole

4. sh & f

show	foe
shore	four
shade	fade
cash	calf
leash	leaf

5. f & k

fit	kit
four	core
find	kind
cliff	click
laugh	lack

6. b & m

bill	mill
boast	most
bake	make
robe	roam
tab	tam

7. n & v

nice	vice
nurse	verse
nine	vine
loans	loaves
lean	leave

8. d & n

dot	not
die	nigh
deed	need
ode	own
did	din

9. k & g

coal	goal
came	game
coat	goat
luck	lug
rack	rug

10. m & v

mice	vice
ham	have
glum	glove
mine	vine
mile	vile

11. t & th

tie	thigh
tin	thin
trill	thrill
mit	myth
pat	path

12. p & f

pour	four
pile	file
par	far
cap	calf
cup	cuff

13. v & z

live	lies
have	has
rave	raise
view	zoo
wives	wise

14. l & v

lane	vane
lie	vie
lace	vase
lull	love
rail	rave

15. l & z

lip	zip
loan	zone
lisle	lies
dole	doze
male	maze

16. v & f

five	fife
vase	face
leave	leaf
view	few
loaves	loafs
vine	fine

17. l & n

lame	name
light	night
loan	known
dial	dine
pail	pain

18. b & d

bid	did
big	dig
buy	die
rob	rod
bell	dell
robe	road

19. s & sh

lease	leash
sew	show
sign	shine
sip	ship
save	shave
lass	lash

20. f & b

fun	bun
fig	big
fan	ban
cuff	cub
calf	cab
graph	grab

21. k & t

kick	tick
kite	tight
code	toad
shirk	shirt
park	part
kin	sin

22. m & n

mine	nine
mew	knew
time	tine
dime	dine
dumb	done
loam	lone

23. b & v

bat	bet
bow	vow
bile	vile
bigger	vigor
robe	rove
boat	vote

24. th & v

than	van
thy	vie
that	vat
thine	vine
loathes	loaves

25. f & t

four	tore
fall	tall
fan	tan
fill	till
free	tree
fry	try

26. k & p

pike	pipe
car	par
core	pore
coke	poke
cook	cop
crock	crop
cry	pry
coal	pole

27. d & g

door	gore
dot	got
doe	go
date	gate
drove	grove
bud	bug
dye	guy
dad	gag

28. s & z

ice	eyes
seal	zeal
sip	zip
loose	lose
bux	buzz
lice	lies
juice	Jews
fuss	fuzz

29. t & p

tore	pore
tine	pine
tail	pail
cat	cap
cut	cup
tar	par
toll	pole
coat	cope

30. f & s

fine	sign
fur	sir
four	soar
flat	slat
cuff	cuss
knife	nice
lift	list
loft	lost

31. th & s

theme	seam
thin	sin
thumb	sum
truth	truce
path	pass
myth	miss
thing	sing
thank	sank

32. ch & sh

chip	shop
chop	ship
chair	share
chew	shoe
watch	wash
catch	cash
which	wish
cheap	sheep

33. th & f

thin	fin
thirst	first
three	free
Thor	for
thought	fought
throw	fro
thrill	frill

34. word endings

store	stores	stored
close	closes	closed
will	wills	willed
start	starts	started
cough	coughs	coughed
cal	caps	capped
try	tries	tried
fee	fees	feed

SELECTED SENTENCES FROM AN AUDITORY TEST

1. What letter comes between A and C?
2. Do flies have wings?
3. What day comes after Sunday?
4. What number comes after 10?
5. What month comes after January?
6. How many pennies are there in a nickel?
7. Does a gun shoot flowers or bullets?
8. What is the opposite of new?
9. Do you climb mountains in a sailboat?
10. What number comes after 11?
11. Do you write with a chair or a pen?
12. Does a cat eat fish or straw?
13. Does a cow eat hay or stones?
14. Is a lemon sour or salty?
15. What number comes between 19 and 21?
16. What is the opposite of top?
17. What shines in the sky in the daytime?
18. How many seconds in a minute?
19. Do fish swim in trees?
20. Is a polar bear white or green?
21. What letter comes after Y?
22. What is the color of grass?
23. Which is wetter, water or sand?
24. Does a lion live in water or on land?
25. Do you get beef from a chicken?
26. Do trains run on rails or on water?
27. What is the opposite of cold?
28. What color is salt?
29. What number comes between 7 and 9?
30. What is the first month of the year?

SPEECH SOUND DISCRIMINATION TEST

air, air, ear
may, my, may
ate, oat, oat

man, man, men
an, in, in
will, well, will

head, head, hid
dog, dug, dog
hat, hot, hot

meet, met, met
week, work, week
bed, bed, bird

swim, swing, swing
neat, neat, meat
lawn, long, lawn

tail, tail, sail
shoe, chew, chew
fan, pan, fan

right, right, ride
could, good, good
duck, dug, duck

which, witch, which
edge, edge, etch
choke, joke, joke

rap, rack, rap
spring, string, string
skip, skip, skit

see, see, she
thing, sing, sing
chin, thin, chin

by, be, be
geese, goose, geese
use, use, ease

in, in, on
kick, cook, cook
sing, sung, sing

tail, tail, tall
back, bark, bark
fair, far, fair

long, wrong, wrong
lake, lake, rake
west, rest, west

run, rung, run
came, cane, cane
hum, hum, hung

hid, hid, his
boat, vote, vote
curb, curve, curb

tap, tap, tab
come, gum, gum
pin, been, pin

oat, oak, oak
cape, cake, cape
cap, cap, cat

date, gate, date
bag, bag, bad
browned, ground, ground

fly, fly, sly
thin, fin, fin
fed, shed, fed

UTLEY LIP READING TEST

Practice Sentences

1. Good morning
2. Thank you
3. Hello
4. How are you?
5. Goodbye

TEST FORM A SCORE . . . . . %

1. All right
2. Where have you been?
3. I have forgotten.
4. I have nothing.
5. That is right.
6. Look Out.
7. How have you been?
8. I don't know if I can.
9. How tall are you?
10. It is awfully cold.
11. My folks are home.
12. How much was it?
13. Good night.
14. Where are you going?
15. Excuse me.
16. Did you have a good time?
17. What did you want?
18. How much do you weigh?
19. I cannot stand him.
20. She was home last week.
21. Keep your eye on the ball.
22. I cannot remember.
23. Of course.
24. I flew to Washington.
25. You look well.
26. The train runs every hour.
27. You had better go slow.
28. It says that in the book.
29. We got home at six o'clock.
30. We drove to the country.
31. How much rain fell?

CONDITIONS:

Aid? . . . . . .

Voice? . . . . . .

TEST FORM B SCORE . . . . . %

1. What happened?
2. It is all over.
3. How old are you?
4. What did you say?
5. O. K.
6. No.
7. That is pretty.
8. Pardon me.
9. Did you like it?
10. Good afternoon.
11. I cannot help it.
12. I will see you tomorrow.
13. You are welcome.
14. You are all dressed up.
15. What is your number?
16. I know.
17. It is cold today.
18. I am hungry.
19. I had rather go now.
20. What is your address?
21. What does the paper say about the weather?
22. It is around four o'clock.
23. Do you understand?
24. They went way around the world.
25. The office opens at nine o'clock.
26. None of them is here.
27. Take two cups of coffee.
28. Come again.
29. The thermometer says twenty above.
30. It is your turn.
31. It is hard to keep up with the new books.

CONDITIONS:

Aid? . . . . . .

Voice? . . . . . .

SCORING TABLE: No. Correct = % Correct

1 - 3 %	7 - 23 %	13 - 42 %	19 - 61 %	25 - 81 %
2 - 7	8 - 26	14 - 45	20 - 65	26 - 84
3 - 10	9 - 29	15 - 49	21 - 68	27 - 87
4 - 13	10 - 32	16 - 52	22 - 71	28 - 90
5 - 16	11 - 36	17 - 55	23 - 74	29 - 94
6 - 19	12 - 39	18 - 58	24 - 78	30 - 97

Excellent - 70 % or over
Good - 55 - 69 %
Fair - 40 - 51 %
Poor - under 40 %

KEASTER TEST OF LIPREADING ABILITY

FORM A

1. How are you?
2. Do you have a piece of paper?
3. What hours do you work?
4. Do you have a pencil?
5. Do you like to go to the movies?
6. How far is it from here to the post office?
7. How much time have you?
8. How far is it from here to Chicago?
9. Where do you work?
10. Did you enjoy the ball game?
11. The train leaves at five o'clock.
12. Do you have an umbrella?
13. What is your favorite television program?
14. This is a cold day.
15. Have you any children?
16. How much snow did we have last night?
17. Did you finish high school?
18. Do you have chains on your car?
19. Have you ever lived in the West?
20. I'm going south for my vacation.
21. How many miles did you drive your Ford?
22. Did you get my letter?
23. What does the paper say about the weather?
24. I think it is going to snow.
25. The bank closes at two thirty.
26. The snow is five inches deep.
27. Isn't this a beautiful day?
28. It was a perfect day for a football game.
29. You had a long distance call while you were gone.
30. It rained most of the night.

FORM B

1. What time is it?
2. Do you have a dog?
3. What time did you have breakfast this morning?
4. Do you have a new car?
5. What kind of dog do you have?
6. Have you read the papers this morning?
7. Where is your home?
8. How are your family?
9. Are you going home for vacations?
10. Do you like to shop?
11. Do you think it will rain this afternoon?
12. Would you like to go to the show with us?
13. What is your occupation?
14. Do you like to watch television?
15. What are your hobbies?
16. What kind of a car do you drive?
17. What day of the week is this?
18. Do you drink your coffee black?
19. My watch is slow.
20. Have you any brothers or sisters?
21. The wind is blowing from the northeast.
22. My watch doesn't keep good time.
23. What shall we do tonight?
24. Did you drive or come by train?
25. Can you have lunch with me Friday?
26. I have an appointment at three o'clock.
27. Are your parents living?
28. I'll meet you at three o'clock.
29. You could drop me a postcard to let me know.
30. Do they allow children in that building?

University Hearing Center
SD form 1A 59 rev.

Client . . . . . Aud . . . . .

Date . . . . . Vis . . . . . .

Speaker Level . . . . . db Comb . . . . . .

Amp . . . . . .

W
Score 2(R) . . . . . .
3
Wrong . . . . . .

Distance . . . . . .

Room . . . . . .

DRAW A LINE THROUGH THE WORD YOU HEAR

1.	led	an	9.	tea	net	17.	seen	pen
	laid	add		he	not		seem	ten
	lad	at		key	night		sing	then
	lied	am		see	nut		seed	hen
2.	I'd	barn	10.	low	win	18.	wide	did
	eyes	burn		row	will		word	dead
	ice	born		go	wing		wood	dad
	I've	been		bow	wind		what	died
3.	pie	tea	11.	seen	chains	19.	gun	wrote
	tie	see		seat	chair		fun	boat
	high	she		seek	chained		run	note
	by	key		seed	change		won	vote
4.	caught	we	12.	bowl	ate	20.	wise	far
	cat	me		boil	it		rise	for
	coat	knee		ball	at		dies	fur
	cut	be		bull	eat		lies	fair
5.	pen	luck	13.	it	plate	21.	full	lied
	pain	lake		if	plays		feel	wide
	pan	lack		is	place		fill	died
	pine	like		ill	play		fell	ride
6.	mean	sun	14.	shame	will	22.	light	lay
	mine	such		came	wish		bite	way
	men	song		tame	with		might	ray
	man	some		same	win		night	day
7.	wife	can	15.	gay	bear	23.	will	lake
	white	cap		day	pair		we'll	look
	wipe	cat		bay	dare		well	luck
	wise	catch		they	wear		wool	lock
8.	pen	set	16.	far	tool	24.	let	pole
	then	sat		fire	cool		yet	pull
	ten	seat		fur	fool		met	pile
	when	sit		fair	pool		get	pool
						25.	plate	let
							play	led
							played	leg
							plane	less

Simply say the first four words in no. 1—then repeat one word. Use the same procedure as on the previous test. Example: led-laid-lad-lied—pause—lad.

SPEAKER LISTS

List 1

1. toy cake
2. drum mouse
3. stool suit
4. pride toes
5. dish cap
6. pear bread
7. money room
8. tree bark

List 2

1. boy gate
2. crumb mouth
3. school soup
4. price nose
5. fish hat
6. bear bed
7. honey broom
8. three dark

List 3

1. joy came
2. gum house
3. spool toot
4. prize notes
5. wish cat
6. chair red
7. funny root
8. tea park

List 4

1. boy cake
2. drum mouse
3. school suit
4. price nose
5. dish hat
6. pear bed
7. money broom
8. tree dark

List 5

1. boy gate
2. gum mouth
3. spool suit
4. prize notes
5. fish cat
6. bear bread
7. honey room
8. three bark

List 6

1. joy cave
2. crumb house
3. stool soup
4. price nose
5. dish hat
6. pear red
7. funny broom
8. tree park

List 1

1. men brown
2. gold fox
3. coat five
4. pill rake
5. truck tag
6. lump bath
7. sleep pace
8. meat mood

List 2

1. hen crown
2. cold sox
3. comb fire
4. hill rain
5. trunk tack
6. hump path
7. sleeve base
8. knee move

List 3

1. ten ground
2. old box
3. coal knife
4. mill ray
5. drug tank
6. hum bat
7. leave case
8. neat new

List 4

1. hen brown
2. gold box
3. coal knife
4. hill rake
5. truck tack
6. lump bath
7. sleeve pace
8. meat move

List 5

1. men crown
2. cold fox
3. comb five
4. pill rain
5. trunk tank
6. hump bath
7. sleep base
8. knee mood

List 6

1. ten brown
2. old sox
3. coat fire
4. mill rake
5. drug tag
6. hum path
7. leave case
8. meat new

The answer sheet follows on page 67. You can vary this from lesson to lesson as is indicated.

Give the first three words in Lists nos. 1, 2, 3, in a clear and natural voice, being careful not to emphasize any one of them. The student then underlines the one word you will say again. Example: toy-boy-job—(pause)—toy. Do not give too much at one time. Make sure beforehand that the student knows the words you will be saying. Keep a record of results and go over the test with the students, letting them hear the difference and answer any questions they may have. You can also compare how well they do with a combination of watching your face as you say the words to results when depending on hearing alone.

SPEAKER LISTS

List 1

1. Number one is	grain	tray	grow
2. Number two is	pen	tea	patch
3. Number three is	wash	dog	knee
4. Number four is	pork	tidy	strong
5. Number five is	little	mile	press
6. Number six is	great	cheese	dime
7. Number seven is	day	cash	chase
8. Number eight is	beach	daily	come

List 2

1. Number one is	gray	drain	blow
2. Number two is	ten	three	match
3. Number three is	what	talk	mean
4. Number four is	pour	tiny	straw
5. Number five is	middle	might	dress
6. Number six is	break	teach	pine
7. Number seven is	day	catch	shake
8. Number eight is	peach	dainty	ton

List 3

1. Number one is	grape	tray	low
2. Number two is	pin	tea	map
3. Number three is	watch	tall	need
4. Number four is	porch	tidy	draw
5. Number five is	mill	might	rest
6. Number six is	cake	cheap	tie
7. Number seven is	date	cash	bake
8. Number eight is	beat	daisy	cup

List 4

1. Number one is	grad	train	glow
2. Number two is	ten	tree	nap
3. Number three is	what	talk	meat
4. Number four is	pork	tiny	drop
5. Number five is	middle	night	breath
6. Number six is	drape	cheese	time
7. Number seven is	pay	cat	shave
8. Number eight is	beat	payday	come

List 1

1. Number one is	neat,	melt,	were
2. Number two is	pellet,	beach,	pick
3. Number three is	crag,	pace,	graze
4. Number four is	peach,	hands,	rice
5. Number five is	pin,	peck,	wet
6. Number six is	edge,	brig,	shutter
7. Number seven is	east,	site,	try
8. Number eight is	sure,	tick,	gas

List 2

1. Number one is	niece,	milk,	worm
2. Number two is	palate,	boast,	pig
3. Number three is	track,	past,	race
4. Number four is	speech,	hens,	ripe
5. Number five is	pen,	peg,	wit
6. Number six is	edge,	brick,	shudder
7. Number seven is	eat,	sigh,	try
8. Number eight is	shirt,	thick,	guess

ANSWER SHEET

1.	toy	gate	
	boy	cake	
	joy	cave	
2.	drum	mouth	
	crumb	mouse	
	gum	house	
3.	stool	soup	
	spool	suit	
	school	toot	
4.	pride	nose	
	price	toes	
	prize	notes	
5.	dish	hat	
	fish	cap	
	wish	cat	
6.	pear	bed	
	bear	bread	
	chair	red	
7.	money	broom	
	honey	room	
	funny	root	
8.	tree	park	
	three	bark	
	tea	dark	

1.	man	brown	
	hen	ground	
	ten	crown	
2.	cold	sox	
	gold	fox	
	old	box	
3.	coat	fire	
	comb	five	
	coal	knife	
4.	bill	rain	
	pill	rake	
	mill	ray	
5.	truck	tag	
	trunk	tack	
	drug	tank	
6.	lump	bath	
	bump	path	
	hum	bat	
7.	sleeve	base	
	sleep	pace	
	leave	case	
8.	meat	move	
	neat	mood	
	knee	hew	

1.	knees	milk	wear
	niece	melt	were
	neat	mill	world
	need	bill	worm
2.	palate	bees	peg
	pellet	beast	pig
	pelt	beet	pick
	bout	beach	peck
3.	crag	paste	graze
	crack	pace	grace
	correct	taste	grate
	track	haste	race
4.	peach	hands	right
	speech	hens	ride
	teach	hence	rice
	teeth	ham	ripe
5.	pen	peg	wit
	pin	pig	wet
	tin	pack	whip
	ten	pick	which
6.	edge	brick	shudder
	etch	brig	shutter
	itch	bring	summer
	it	trick	shovel
7.	east	sigh	try
	ease	side	strike
	eat	site	tribe
	each	sign	eke
8.	shirt	thick	gas
	sure	sick	guess
	shirk	tick	guest
	share	stick	get

1.	gray	train	blow
	grain	drain	glow
	grade	tray	grow
	grape	ray	low
2.	pen	tree	match
	ten	three	map
	tin	tea	nap
	pin	creek	patch
3.	watch	tall	mean
	what	talk	need
	wash	dog	meat
	wasp	caught	knee
4.	pork	tiny	draw
	pour	tidy	straw
	porch	typing	strong
	coach	dining	drop
5.	middle	mine	dress
	little	mile	press
	mill	might	rest
	meadow	night	breath
6.	break	cheese	time
	great	tease	dime
	cake	teach	pine
	drape	cheap	tie
7.	day	cash	shake
	pay	crash	chase
	date	catch	bake
	pain	cat	shave
8.	peach	daisy	sun
	beach	daily	come
	beat	dainty	ton
	teach	payday	cup

TROUBLESHOOTING CHART

SYMPTOMS	SEE PARAGRAPHS
Hearing aid dead:	1, 2, 3, 4, 5, 7, 10, 14, 15
Working, but weak:	1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 13
Works intermittently or fades:	1, 2, 3, 4, 5, 10, 15, 16
Whistles, continuously or occasionally:	6, 9, 11, 12, 13, 15, 17, 18
Sounds noisy, raspy, shrill:	1, 3, 4, 5, 8, 9, 10, 11, 12, 17
Sounds hollow, mushy, muffled:	1, 2, 7, 15, 16
Other kinds of bad quality:	1, 7, 10, 15, 17
Noise when the wearer moves:	19, 20, 21

Causes, Tests and Remedies:

1. Cause — Dead, run down, or wrong type of battery.
   Test — Substitute new battery.
   Remedy — Replace battery.
2. Cause — Battery reversed in holder so that + terminal is where - terminal should be.
   Test — Examine.
   Remedy — Insert battery correctly.
3. Cause — Poor contacts at receiver-cord plugs due to dirty pins or springs.
   Test — With hearing aid turned on, wiggle plugs in receptacles and withdraw and reinsert each plug.
   Remedy — Rub accessible contacts briskly with lead-pencil eraser, then wipe with clean cloth slightly moistened with Energine or similar cleaning fluid. Inaccessible contacts usually can be cleaned with broom straw moistened with cleaning fluid.
4. Cause — Break or near break inside receiver cord.
   Test — While listening, flex all parts of cord by running fingers along entire length and wiggling cord at terminals. Intermittent or raspy sounds indicate broken wires.
   Remedy — Replace cord with new one. Worn ones cannot be repaired satisfactorily.
5. Cause — Plugs not fully or firmly inserted in receptacles.
   Test — While listening, withdraw and firmly reinsert each plug in turn.
   Remedy — Obvious.
6. Cause — Eartip too small or not properly seated in ear.
   Test — With the fingers press end receiver firmly into the ear and twist back and forth slightly to make sure that the eartip is properly positioned.
   Remedy — Obvious.
7. Cause — Eartip plugged with wax, or with drop of water from cleaning.
   Test — Remove eartip, examine visually, and blow through it to determine whether passage is open.
   Remedy — If wax obstructed, wash eartip in lukewarm water and soap, using pipe cleaner or long-bristle brush to reach down into the canal. Rinse with clear water and dry.
8. Cause — Loose receiver cap.
   Test — Examine. Shake.
   Remedy — If cap is of the screw type, turn tight with fingers. If cap is cemented on or crimped, and has become loose, it can be repaired only by the manufacturer.
9. Cause — Insufficient pressure of bone vibrator on mastoid.
   Test — While listening press the bone receiver more tightly against the head with the fingers.
   Remedy — Bend the bone-vibrator headband to provide greater pressure. This is preferably done by the dealer, who is more skilled in maintaining conformation with the head.

10. Cause Battery leakage (resulting in poor battery connections) or corroded battery contacts.
    Test Examine battery and battery holder for evidence of leakage in the form of a powder or corrosion.
    Remedy Discard the battery and wipe the holder terminals carefully with cloth dampened (not wet) in warm water to remove loose powder. Then clean with pencil eraser.

11. Cause Receiver close to wall or other sound-reflecting surfaces.
    Test Examine.
    Remedy Avoid sitting with the fitted side of the head near a wall or other surface. Such surfaces close by tend to reflect the sound from the receiver so that it is more readily picked up by the microphone, thus causing whistling.

12. Cause Microphone worn too close to receiver.
    Test Try moving instrument to provide wider separation between it and the receiver.
    Remedy Avoid wearing microphone and receiver on same side of body, or close together.

13. Cause Microphone facing the body. Test and Remedy — Obvious.

14. Cause Telephone-mike switch in wrong position.
    Test and Remedy Place switch in desired position.

15. Cause Faulty receiver.
    Test Examine receiver for possible breaks, cracks, etc.
    Remedy Replace with a new receiver.

16. Cause Collapse of tubing.
    Test Check to see if tube bends (either when head is in a satisfactory position or is moved.)
    Remedy Shorten or replace tube.

17. Cause Volume control turned too high.
    Test Reduce volume until speech sounds clearer.
    Remedy Obvious.

18. Cause Air leak between earmold and receiver.
    Test Check ring, retainer of earmold, receiver nozzle, and plastic seal washer.
    Remedy Replace defective part.

19. Cause Clothing noise from loose clothing slip.
    Test Check.
    Remedy Tighten or replace clip.

20. Cause Clothing noise from improper placement of aid.
    Test Experiment by placing aid in different positions on the body.
    Remedy Obvious.

21. Cause Clothing noise because garment bag is not used.
    Remedy Obvious.

Never, under any circumstances, take the aid apart to try to fix it. In many instances, tampering with the instrument will Void the Guarantee.

Buy an extra cord to use as a spare. Keep it for the time when the present cord develops trouble.

Do not expect the child with a hearing aid to hear "normally". No mechanical aid can replace the human ear. The goal with a hearing aid is to hear as close to "normal" as possible. Better results will be obtained when speaking closer to the child than from across the room, since the aid will amplify close sound considerably better than those at a distance.

Be understanding, but not sympathetic, with the child. Treat him as any other child of his chronological and mental age would be treated.

The above information and instructions are intended to help the period of adjustment to a hearing aid and to provide understanding of how the hearing aid may be utilized to its fullest capabilities.

F. Suggestions for the Regular Classroom Teacher

Children with defective hearing are found occasionally in the schoolroom by periodic audiometer testing or through the alertness of a teacher or nurse. Their hearing defect varies in degree of severity. The hearing loss may be temporary, permanent or progressive.

Readjustments are made in cases that are pronounced definitely handicapped. Their needs are determined and arranged for through a conference of principal, nurse, teacher, psychologist, doctor and adviser in special education, who investigate the education, personality and medical aspects of each case. Particular needs of each child govern the type of adjustment recommended.

A child having a moderate, permanent hearing deficiency may be seated closer to the teacher. The conferees may decide that the child needs lip-reading, as well as special seating. Another child may have lost his hearing at such an early age that he needs special coaching in arithmetic, for example, or language and spelling or other grade subjects.

Children who have been especially designated for special seating or attention achieve more easily if the teacher observes some simple precautions. The following suggestions have been tried and found helpful:

1. The child with impaired hearing should be seated near the teacher in front of the room. He should be allowed to shift his seat in order to follow the change in routine. This position will enable him to see his teacher's face and to hear her voice more easily.
2. If the child's impairment involves only one ear, or if the impairment is definitely greater in one ear than it is in the other, seat the child in a front, corner seat so that his better ear is toward the class. Where both ears have the same loss, center placement is needed.
3. The child should be encouraged to watch the teacher whenever she is talking to the class.
4. During seat recitations, let the hard-of-hearing child turn around and face the class so he can see the lips of the reciter.
5. Whenever reports are given or during homeroom and class meetings, have the children stand in the front of the class so the hard-of-hearing child can see the lips of speakers.
6. The hard-of-hearing child must see your lips, therefore
   a. Don't talk while writing on the blackboard.
   b. Don't stand with your back to the window while talking.
      (Shadow and glare make it difficult to see your lips.)
   c. Keep your hand and books down from your face while speaking.
   d. Stand still while speaking and in a place with a normal amount of light on your face.
   e. Conduct class recitations and discussions from the front of the room.
   f. Be sure you have his attention before you give assignments or announcements.
   g. Don't expect him to hear the assignments given without warning from a remote corner of the room while he is busy doing something else.
   h. Particular care must be used in dictating spelling. Use the words in sentences to show which of two similar words is meant, i.e. "Meet me after school" and "Give the dog some meat." Thirteen words look like "meat" when spoken such as bean, bead and beet. The word "king" shows little or no lip movement. Context of the sentence gives the child the clue to the right word. Have the hard-of-hearing child say the words to himself before a mirror as he studies his spelling lesson.
   i. Ask the child if he understands after extensive explanation of arithmetic problems or class discussion. Write key words of an idea or lesson on chalkboard or a slip of paper.
   j. Speak naturally. Don't exaggerate or over-emphasize. Gestures are distracting.
   k. If the hard-of-hearing child misunderstands, re-state the question in a different way, as the chances are you are using words with invisible movements. Be patient and never skip him. Be sure that things do not get past him.
   l. Give him a chance to read ahead on a subject to be discussed. He will be more familiar with the vocabulary and can follow along better.

m. As he acquires skill in lip reading, insist that he catch the assignments promptly. This will help him over difficult spots.

7. If the young hard-of-hearing child is poor in reading, chances are he needs basic phonics to improve both reading and speech.

8. Teach the child to use the dictionary with skill; to learn the pronunciation system so he can pronounce new words.

9. Build up his vocabulary by assigning supplementary materials.

10. We are likely to over-estimate the hearing efficiency of a child with a hearing loss because when he is paying close attention he apparently hears quite well. It is to be remembered that this child is hearing at the expense of a greater effort than the child expends who has normal hearing. It is to be expected that it will be more difficult to hold the attention of the hard-of-hearing child. Never forget that the hard-of-hearing child gets fatigued sooner than other children because he not only has to use his eyes on all written and printed work, but also watch the lip movements of speakers.

11. Hearing of children varies, so don't think that inattention is always deliberate. Some children hear well in the fall, but are hard-of-hearing throughout the winter.

12. Encourage him to participate in musical activities. This will stimulate his residual hearing and add rhythm to his speech. Have him sit near a good singer. Explain the purpose of the seating to the latter. The hard-of-hearing child should participate in vocal music and choral reading.

13. A severe hearing impairment that lasts over a period of time tends to result in a dull, monotonous voice and inaccurate enunciation. Therefore, that child should be encouraged to speak clearly. Keeping the child "speech conscious" will help him to resist the usual damage to the voice that a severe hearing impairment produces. Don't let the child get the habit of shaking his head or speaking indistinctly instead of answering in complete sentences.

14. Since a hearing impairment is a defect which affects the language processes, the child should be encouraged to compensate by a more active interest in all language activities; reading, spelling, original language, etc.

15. Enlist class cooperation in understanding his problem. Designate a student to be his helper in assignments. Someone who notes if he is on the right page and doing the right exercise.

16. If a choice of teachers is possible, the child with a hearing loss should be placed with the teacher who enunciates clearly.

17. The child should be carefully watched to be sure that he is not withdrawing from the group or that he is not suffering a personality change as a direct result of his hearing impairment. Make him feel "one of the gang."

18. Be natural with the hard-of-hearing child. He will appreciate it if he knows you are considerate of his handicap.

19. In the lower grades, watch particularly that he does his part and is not favored or babied.

20. Encourage the child to accept his handicap and inspire him to make the most of it. Maintain his confidence in you so he will be quick to report any difficulty.

21. Parents should know the truth about a child's achievement. If marking is lenient because of the handicap, the parents should know that he is not necessarily equalling the achievement of a normal hearing child.

22. He needs special encouragement when he passes from elementary to junior high school and later into senior high. The pace is swifter. There is much more discussion. Pupils recite to five or more instead of one teacher.

23. As the child approaches the age of sixteen, be especially watchful. He may want to give up. Explain that he needs much preparation to enjoy a life of success and happiness.

24. The Hearing Aid

a) Where a hearing aid has been suggested, see that the child wears it regularly, and that it is kept in good repair and kept clean. In the early adjustment stages, this is perhaps the most valuable service you can render the child. To check whether the instrument is working, remove

the ear piece and place it against the microphone. You should get a whistling noise. If not, the battery, cord, or the instrument itself may be defective. Notify the parents.

b) If a child's hearing aid "whistles" or "squeals" (1) check the ear piece to make sure it is "in" properly; (2) if the child is too close to the wall, window, or blackboard, move him away, since hard, smooth surfaces are highly reflective; (3) the child's ear may be too close to the hearing aid itself (caused by lowering his head.) and (4) the volume may be too high. (He may have turned it up accidentally.)

c) He may need to be encouraged to keep the aid turned on. Some who are making a poor adjustment to wearing an aid, may have the ear piece in the ear but do not "tune in" because they fear "noises." They need to be encouraged to try to adjust to hearing.

25. ALL SPECIAL CONSIDERATIONS THAT ARE SHOWN THE HARD-OF-HEARING CHILD SHOULD BE HANDLED SO AS NOT TO CALL ATTENTION TO THE DEFECT.

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